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## **A Process Model for Evaluating Athletic Coaches in the Mabton School District**

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A PROCESS MODEL FOR EVALUATING ATHLETIC COACHES  
IN THE  
MABTON SCHOOL DISTRICT

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Casey Taylor Gant  
February, 1997

A PROCESS MODEL FOR EVALUATING ATHLETIC COACHES  
IN THE  
MABTON SCHOOL DISTRICT

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The purpose of this project was to design and develop a process model for evaluating athletic coaches in the Mabton School District, Mabton, Washington. To accomplish this purpose, research and information on developing an evaluation form for athletic coaches was reviewed. Additionally, a hand search of various other sources was also conducted.

## ACKNOWLEDGMENTS

I would like to express my appreciation to Jack McPherson for his expertise and guidance. Without him, this project would not have been done.

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## CHAPTER 1 BACKGROUND OF THE PROJECT

### Introduction

The sports craze in the United States is very real, not only at the professional and university levels, but at the high school level also. The force is strong enough that parents, patrons, and fans of high school sports programs exert pressure to the extent that school boards and administrators dismiss an average of one in ten coaches annually. (Lackey, 1994, p. 71)

In the above statement by Lackey, the researcher suggested that the impact high school athletics have made on towns, communities, and neighborhoods has been felt by everyone. Lackey also suggested that the visibility of professional and college athletics has heightened the public's awareness of how sports have evolved and how the perceived importance of high school athletics has risen to peak levels. The pride people have taken in their athletic programs has left coaches very vulnerable to criticism, and the power of the public has been felt at all levels. The pressure has mounted, and the need for qualified coaches has never been greater. A key aspect of this growing concern is that many districts do not have the personnel to fill all the coaching positions with qualified people. Lackey continues by recommending that principals and administrators should focus on proper evaluations and mentor programs for coaches as they enter the high school domains.

Further research conducted by Stewart and Sweet (as cited by Sage, 1992) supports the above point taken by Lackey with regard to public

perceptions. They discussed coaches' teams performing in public, stating: "Coaches tend to be judged both professionally and personally by their teams performances" (p. 77). They also suggested that job security with regard to teaching and coaching depended on the teams' performances. The impact of high school athletics has gone beyond the traditional cross town rivalry. It has become a business. The only acceptable end is well-prepared professionals who can do the best job possible for the athletes, the sport, and themselves.

#### Purpose of the Project

The purpose of this project was to design and develop a process model for evaluating athletic coaches at Mabton, Washington, High School. Additionally, related information from selected school districts was obtained and analyzed. To accomplish this purpose, research and information on developing an evaluation form for athletic coaches was reviewed. Additionally, a hand search of various other sources was also conducted.

#### Limitations of the Project

For purposes of this project, it was necessary to set the following limitations:

1. Research: The preponderance of research and literature reviewed for the purpose of this study was limited to the past 5 years. Additionally, 10 selected school districts throughout Washington were contacted and invited to provide the writer (Casey T. Gant) with information regarding practices and procedures used to evaluate coaches. These school districts included:

- a. Arlington School District, Arlington High School, Arlington, Washington
  - b. Cashmere School District, Cashmere High School, Cashmere, Washington
  - c. Yakima School District, A. C. Davis High School, Yakima, Washington
  - d. Kennewick School District, Kamiakin High School, Kennewick, Washington
  - e. Kiona-Benton City School District, Kiona-Benton City High School, Benton City, Washington
  - f. Naches Valley School District, Naches Valley High School, Naches, Washington
  - g. Pasco School District, Pasco High School, Pasco, Washington
  - h. Sunnyside School District, Sunnyside High School, Sunnyside, Washington
  - i. Wenatchee School District, Wenatchee High School, Wenatchee, Washington
  - j. West Valley School District, West Valley High School, West Valley, Washington
2. Scope: The process model designed for evaluating athletic coaches has been designed for use in the Mabton, Washington, School District



### Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Athletic Coach (head) - That person in charge of the highest level team for that building. (WIAA Handbook)
2. Athletic Director - Person in charge of all extracurricular activities within a given school or school district. (WIAA Handbook)
3. Washington Interscholastic Activities Association (WIAA) - The association was established to provide for the welfare and protection of all students in interscholastic activities. This association shall plan, supervise, and administer the interscholastic activities approved and developed by the school district's board of directors. (WIAA Handbook)

CHAPTER 2  
REVIEW OF RELATED LITERATURE AND INFORMATION  
OBTAINED FROM SELECTED SCHOOL DISTRICTS

Introduction

The review of research, literature, and information obtained from selected school districts summarized in Chapter 2 has been organized to address:

1. The Need for Evaluating Coaches
2. Improving Coaching Effectiveness
3. Evaluating Athletic Coaches
4. Information Regarding Athletic Evaluations Obtained from Selected School Districts
5. Summary

Data current primarily within the past 5 years were identified through an Educational Resources Information Center (ERIC) computer search. A hand search of various other sources was also conducted.

The Need for Evaluating Coaches

According to Gillies (1983), Executive Director of the Washington Interscholastic Activities Association, "no single school activity receives more public attention than does the school's athletic program. More than half of all secondary school students participate in a variety of athletic activities" (p. 2). With this in mind, the leadership of those children needs to have been done

by qualified personnel. The importance of athletic programs and youth sports can be seen by the number of participants in those programs.

A study conducted by Bunker (1981) indicated that over 10 million children participated in organized sports programs. This was an alarming number of participants in 1981. There are more opportunities now for children to participate than ever before. The importance of athletics has climbed to new heights, relaying the message that in order to have a quality program we need quality coaches.

Research conducted by Stewart and Sweet (1992) suggested that "of the 3 million coaches who annually direct our youth, 2.5 million have no formal training in any respect of sport sciences or non-sport specific coaching techniques and concepts" (p. 75). This high number of underqualified coaches have been running the programs that need the best possible leaders. These authorities also contended that sports have developed desirable psychological traits such as "cooperation, persistence, achievement, motivation, self-assertiveness, respect for others, and the ability to deal with success and failure" (Bunker, 1981, p. 26).

According to Houseworth, Davis, and Dobbs (as cited by Sisley & Weise, 1987), the influential power of a coach can make a lasting impression on athletics. These investigators stated, "the coach plays a significant role in conducting a safe and educationally sound athletic program and that the coach is the single most influential factor affecting the athlete" (p. 29). The lives of young people are impacted every day by a coach in some way. These influences must be in a positive fashion to keep the children participating. Ideally, every program wants to have developed the best possible program for its athletes. The effectiveness of the coach needs to

have been examined to determine at what level the program met the needs of the athletes.

Evaluating coaching performance has been the most consistently used means for determining the quality of the program. This has been viewed as a positive step in the promotion of athletics. Evidence that has suggested this is stated by Kuga (1993): "both coaches and student athletes agree that coaches should be evaluated and believe an evaluation would enhance coaching effectiveness" (p. 84). Both athletes and coaches have viewed this as a positive aspect; therefore, it has been implemented into many programs.

When commenting on public perceptions regarding sports programs in schools, Vogal (1987a) stated: "effective coaches significantly alter players skills, knowledge, fitness, AND attitudes all the time, and rarely, even with below average talent, perform poorly in league competition, particularly in the latter portion of the season" (p. 364). Vogal also addressed public perceptions concerning the importance of winning that is placed on school athletic programs. Winning has been the focus of athletic programs since the development of games. The whole theory behind keeping score has been to determine if there was a winner. Society has taken this winning attitude to new levels. Cliff Gillies (1983) has further supported this notion by saying, "our society places too much emphasis on winning. Perhaps the influence of professional sports and the treatment by the media has contributed to the deterioration of sportsmanship among students and spectators" (p. 6). According to Gillies, the desire to win has clouded a major issue which used to be the focus, sportsmanship.

Research conducted by Lackey (1994) has further supported the above position taken by Gillies. Lackey surveyed high schools in Nebraska in 1972, 1982, and 1992 with regards to pressures put on coaches, and where these pressures came from. Lackey contended that winning and losing were more important in the public's eye in the 1980s than in the 1970s. This research indicated 25% of coaches dismissed at the high school level in the 1980s were the result of win-loss records. In the 1990s, failure to meet win-loss expectations ranked sixth among reasons for dismissing coaches. Said Lackey, "The greatest pressure source on coaches in the 1990s was parents, at 41%" (p. 70). Lackey concluded "the coach is expected to be a public relations person and the interaction with parents, patrons, players, and fans may be more important for coaching continuance than win-loss percentage" (p. 70). Many questions have developed as to what the coach's role actually is. The idea of winning at all cost seems to have been declining; however, the fact that coaches have to please the fans and parents to retain their jobs has added to the pressure already present in a coaching position.

The increased stress, combined with the unpreparedness of the coach, has led to an annual turnover rate of coaches in this country at more than 40%. This is a reflection of poor administrative policies and the increasing demands put on coaches (Stewart & Sweet, 1992). Conn and Razor continue by pointing out that "administrators have had tendencies to employ unprepared coaches, which in turn case increased litigation, personal difficulties for the coaches, as well as financial hardships for the athletes" (as cited by Stewart & Sweet, 1992, p. 75).

The problem of hiring qualified coaches for athletic programs has become a long-standing problem throughout the country. It has been stated that the shortage of qualified coaches has "become so acute that school administrators throughout the country have resorted to hiring any community member who has the slightest interest or experience in a sport" (Stewart & Sweet, 1992, p. 75). This thought has scared many people into searching for a way to require that all coaches have some competencies in the sports they will coach. According to Seefeldt (1992) school administrators are the people interested in a minimum level of competence from a coach. Minimum coaching standards have been proposed due to an increased fear of possible litigation directed at the actions of unqualified coaches. This has been the major driving force behind mandatory certification of coaches.

The need for interscholastic coaches to possess specific qualifications has not been a controversial issue among educators. As Seefeldt and Milligan (1992) explained, the resistance stems from the argument that "placing more requirements on an already meager pool of candidates will further diminish the number of those willing to coach interscholastic sports" (p. 47). In other words, coaches are in a decreasing population, and to add more criteria to an already extensive job description will reduce the availability of willing participants. Professor Marlene Mawson further supports the point taken by Seefeldt and Milligan, stating:

. . . the Kansas state organization of superintendents has opposed coaching certification because they have realized how difficult it currently is to get qualified coaches for all their schools athletic teams, considering the low pay for the extensive, time-consuming task; they believe that if certification is required state-wide for all coaches, the dearth of coaches will be even greater. (as cited by Odenkirk, 1986, p. 83)

Mandatory coaching certification has recently evolved as an important means for identifying and hiring effective coaches. Vogal (1987b) stated "coaches who have not benefitted from educational programs, sport-specific clinics, or have not had experience as a participant in the sport and/or have not had prior coaching experience are particularly susceptible to using ineffective coaching methods" (p. 19-1). Education and experience are the keys to a potentially successful program. He continued by saying, "even experienced professionals can significantly improve their coaching abilities by conducting evaluations and acting on the findings" (p. 19-1). Vogal concluded that evaluation of athletic coaches has beneficial factors for every level of coaching. The key will be to act on the findings to produce a better program.

#### Improving Coaching Effectiveness

Participating in an athletic program has produced outcomes that may be beneficial or detrimental. It is important for every athlete to have realized that there are times of defeat. The point of emphasis needs to have focused on how to attain the beneficial factors. Vogal (1987b) has been quoted as saying, "the degree to which beneficial effects of participation outweigh the detrimental effects is due largely to the quality of adult leadership provided" (p. 19-1). He continued by making note to the fact that most of the adult leadership was provided by the coach, and it was important for every coach to evaluate the results of his or her activity. The evaluation should be based on more than winning seasons, or if the coach has been a good person. The researcher stated that evaluation (determining program merit) is useful to identify "which benefits actually occurred, why they occurred (or perhaps

more importantly, why they did not occur), and what changes can be incorporated that will improve coaching actions in subsequent seasons" (1987a, pp. 348-49). Vogal further indicated, coaches miss the mark of coaching perfection in potential outcome areas for at least one athlete, hence, there has always been room for improving on style, technique, and preparation.

In addressing the question, "Who is the most credible evaluator for athletic programs," Vogal (1987a) stated: "self-evaluation is often the most important source of information to improve coaching effectiveness" (p. 351). Self-evaluation has been very beneficial to coaches because it allows them to reflect on the whole season, with first-hand knowledge of what has occurred. To further benefit from an evaluation, have yourself, and your program, reviewed by a second party, such as an assistant coach or an athletic director. A second party has the ability to reveal important information, such as, what you thought was appropriate, may have turned out to be an inappropriate technique, incorrect rule, contraindicated exercise, or inappropriate attitude. To prevent this from occurring there needs to have been input from others. Coaches need to be secure with themselves when asking assistants to evaluate them and their program. Therefore, the second party must be respected for their knowledge of the sport, much like an athletic director.

When receiving feedback on an evaluation from a second party, it is essential to remember that while compliments on coaching effectiveness are nice to hear, "identifying deficiencies are more helpful in improving effectiveness" (p. 19-8). The areas of deficiency can be determined by the degree to which your players achieved the objectives set forth for the team.



These objectives need to have been established prior to the season and monitored throughout. At the completion of the evaluation, a debriefing needs to have been set up. This provides the coach with "ideas for increasing the ability to help players achieve next seasons objectives" (Vogal, 1987a, p. 362). The importance, as well as the reason, for having conducted evaluations needs to have been emphasized. Again, the reason for conducting evaluations of coaching effectiveness was to "learn what can be done to improve the contributions you make to your players" (p. 365).

The final aspect of improving coaching effectiveness has generally been to take action on the changes that were identified in the evaluation. By having taken this action, one can take a significant step toward becoming a more effective and efficient coach. The key is to take action on the areas that were identified. If the coaching actions are not implemented, then the evaluation was merely a waste of time (Vogal, 1987b).

#### Evaluating Athletic Coaches

Gillies (1983, p. 3) identified two main avenues for the evaluation of high school athletics. There are evaluations from the athletic administrator, or designee, and evaluations from coaches. Both concentrated on the effectiveness of the program, as well as the improvement and participation of the athletes. Literature has been written pertaining to both areas regarding coaching evaluations.

"In many communities the leadership capabilities of the Principal have been judged as much by the school's athletic program as by its academic achievement" (Gillies, 1983, p. 3). This has established a precedent for importance of producing quality programs. The connection between the

athletic programs and academic achievement has been stated above. If the relationship between the two is as strong as Gillies has mentioned, then the goals and objectives of the athletic program should be an outgrowth of the school philosophy. The objectives should be centered around development of good health habits, integrity, self-sufficiency, dedication, hard work, and humaneness. The emphasis on attaining educational objectives in an athletic program should not have been to de-emphasize winning. "Winning is the spirit and ultimate goal of every competition, but it is not an end in itself. Secondary school athletic programs should be evaluated primarily on participant achievement of written goals and objectives" (p. 31). As mentioned, winning is the ultimate goal of every type of competition, whether it be in the athletic arena, or in the classroom. However, it should not have been used as the sole basis for evaluating athletic programs.

Leith (1983) has proposed the concept of controlling as being the final link in the functional chain of athletic administration. Said Leith, "checking on activities to ensure that they are going as planned, and, in those instances where there is significant deviation, taking the necessary action to correct the problem" (p. 210). This investigator related this to the implementation of athletic evaluations. He continued by arguing that evaluations, or control processes, have three separate, but distinct, steps as follows:

Step 1: Measure the actual performance. "What is measured, is probably more critical to the control process than how it is measured" (p. 217). Therefore, there needs to be a way to quantify subjective criteria: "determine what value a task, job, or department makes to the

total organization, and then break down its value into objective segments" (p. 217).

Step 2: Compare the information with a standard to determine if there was any difference. This is called the control process. He further explained comparison as "the determination of the degree of difference between the actual performance and the performance that is desired" (p. 217). In order to do this, there had to have been a known standard, and the performance had to have been measured.

Step 3: Correct any significant deviation through remedial action. There are two distinct types of corrective action. The first type of corrective action is called immediate correction, which is often described as putting out the fire. The second type of corrective action gets to the source of the problem and seeks to make permanent adjustments.

He further contended, "the better the control system, the more difficult it is for the decision makers to satisfy their own interests at the expense of the athletic programs" (p. 217). The vision of a control system is to have provided valuable feedback for altering inadequate performance standards within the athletic program.

The second type of evaluation employed has been one in which the coach may act as the evaluator, or use self-reflection to evaluate the program. There are many important questions to have considered with evaluating a program. The most important question in an evaluation, according to Vogal (1987b), is: "Did the athlete make significant achievements in physical skills, knowledge, fitness, and personal-social skills identified as objectives for the season" (p. 19-1). Again, the emphasis was

not on winning. Related questions were: "Was the coaching effective in achieving its purpose" and, "What changes can be made to improve the quality of coaching?" These are self-reflective questions concerning the extent to which coaching methodologies were achieved. In many of Vogal's evaluation questions he makes reference to meeting objectives. He has indicated that season objectives are beneficial for two reasons. First, they clarify in their own mind what the outcomes should be; therefore, organization of practices and season are more thorough. The second benefit was that if you effectively communicated the objectives to your athletes, it will have helped them learn what it was you were trying to teach. He further suggested, "if you chose not to identify the intents of your coaching actions in terms of specific objectives, it is difficult to determine your coaching effectiveness, or how you can improve as a coach" (p. 19-4). Evaluations stress the importance of improving the coach, players, and the program.

Vogal (1987a) has produced a checklist for evaluating effective coaching actions. The checklist has been used to review the actions of a coach related to players' achievement of desired outcomes. The checklist was intended for self-evaluation, and set up on a Likert scale with a five point rating. The specific areas identified on the checklist included:

1. Coaches Role - this deals with purpose for coaching, participation, and communication strategies. There are three questions pertaining to this area.
2. Organization - seven questions dealing with written documents, goal setting, and objectives.

3. Knowledge of Sport - two questions dealing with rationale for objectives and knowledge of performance strategies to achieve the objectives.
4. Effective Instruction - nine questions that focused on communication skills pertaining to instruction, teaching of objectives, and allowing ample time to participate in skills, and practice organization.
5. Motivation - three questions directed toward participation, defining success, and positive attitudes.
6. Communication - five questions that focused on conflict resolution, listening skills, and setting team rules.
7. Involvement with Parents - two questions dealing with parental influences on players, and communicating effectively with parents.
8. Conditioning - three questions pertaining to conditioning during practices, proper warm-up and cool-down strategies, and appropriateness with regard to sport.
9. Injury Prevention - two questions regarding safety precautions.
10. Care of Common Injuries - again, two questions that focused on actions taken during in injury.
11. Evaluation - three questions pertaining to the evaluation process, and actions taken to improve effectiveness.

The checklist consisted of 43 questions related to coaching effectiveness. The areas he placed the most emphasis on were effective instruction and organization. The two most important concepts behind running a quality program, according to Vogal.

Vogal (1987a) has summarized this topic by saying, "we can all find ways to improve our effectiveness, whether in season or in practice planning, implementation of the plans, knowledge of the game, or even in our ability to evaluate ourselves . . . by systematically seeking this information, we can find ways to become more effective and efficient" (p. 365).

Information Regarding Athletic Evaluations Obtained  
from Selected School Districts

Ten selected schools from throughout Washington, located primarily on the eastern side of the state, were contacted and invited to submit copies of coaching evaluation forms being used in their districts. The schools contacted were:

Arlington High School Arlington, Washington	Naches Valley High School Naches, Washington
Cashmere High School Cashmere, Washington	Pasco High School Pasco, Washington
A. C. Davis High School Yakima, Washington	Sunnyside High School Sunnyside, Washington
Kamiakin High School Kennewick, Washington	Wenatchee High School Wenatchee, Washington
Kiona-Benton High School Benton City, Washington	West Valley High School West Valley, Washington

An analysis of the information obtained from the above schools revealed that eight characteristics were generally common in the evaluation forms. They included:

1. Professional Preparation - Nine of the ten schools indicated professional preparation was a key element on an evaluation form. Areas of focus included:

- a. Knowledge of the rules of the sport, as well as the rules of the league, district, and state.
  - b. Possession of a valid First-Aid and CPR card.
  - c. Establishment of clear expectations with regards to academics, citizenship, and commitment to the sport.
  - d. Continual professional growth through in-service and clinical information.
2. Program Organization - The emphasis here was placed on the ability to organize, manage, and evaluate the sports program. Elements have included areas such as:
- a. Proper care of equipment and up-to-date record keeping of inventory.
  - b. Organization of staff, practices, and games.
  - c. Adherence to district and school policies (eligibility reports, budgets, follow-up, score reporting, etc.).
  - d. Worked directly with the athletic director, or designee, in the organization and implementation of program goals, objectives, and responsibilities for their sport.
3. Personal Attributes and Performance - All school district forms displayed a perceived importance of maintaining a positive appearance. This area included demonstrating self-control and poise in all areas related to coaching responsibilities, including sideline conduct at contests toward players, officials, and other game officials.
4. Specialized Skills - Most districts contacted indicated the coach must have demonstrated competency in designing and conducting

activities related to the work assignments. Areas of focus included:

- a. Organized practice sessions to accomplish assigned tasks in a timely manner.
  - b. Involved assistants in carrying out major responsibilities.
  - c. Taught basic fundamental skills and specialized skills.
  - d. Prepared team for contests and makes appropriate game decisions in regards to player involvement.
  - e. Taught specific safety procedures for each activity.
5. Parent/Community Involvement - All district forms included a section related to communicating with parents and community members. Three specific areas were as follows:
- a. Communicating program philosophy, goals, rules, and sports safety to parents and athletes prior to the season.
  - b. Cooperated with the media.
  - c. Promoted positive school/community relationship.
6. Coach/Player Relationships - This area dealt with the interpersonal relationships between the coach and the players, with regard to discipline being consistent, maintaining an atmosphere of respect, and promoting a positive attitude among the athletes.
7. Comments - All district forms included an area for comments by the administrator as well as the evaluatee. The format varied from district to district; however, the concept was continual throughout. According to the more thorough forms, there needs to be space available following each criteria.



8. Closing - All district evaluation forms provided a closing section with the sole intent to attain signatures by both the evaluator and the evaluatee. Six of the ten forms contained statements regarding the findings of the evaluation. The statement indicated that although the evaluatee has signed the document it did not necessarily indicate agreement with the findings.

### Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Conducting an evaluation of coaches and the athletic programs can significantly improve the coaching ability with even the most experienced professionals, thus developing the best possible atmosphere for more than half of all secondary school students.
2. Evaluations of coaching effectiveness have been useful in determining which benefits actually occurred, why they occurred or did not occur, and what changes can be implemented to improve coaching actions in the future.
3. The areas frequently addressed when evaluating athletic coaches are instructional effectiveness, and organizational skills.
4. Criteria for effectively evaluating athletic coaches should focus on all aspects of coaching, including:
  - a. Professional preparation
  - b. Program organization
  - c. Personal attributes and performance
  - d. Specialized skills

- e. Parent/community involvement
- f. Coach/player relationships

## CHAPTER 3

### PROCEDURES OF THE PROJECT

The purpose of this project was to design and develop a process model for evaluating athletic coaches in the Mabton School District, Mabton, Washington. To accomplish this purpose, research and information on developing an evaluation form for athletic coaches was reviewed. Additionally, a hand search of various other sources was also conducted.

Chapter 3 contains background information describing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures
4. Planned Implementation and Assessment of the Project

#### Need for the Project

The idea for developing a model for evaluating athletic coaches was influenced by the following considerations:

1. There is an annual turnover rate of coaches in this country of more than 40% (Stewart & Sweet, 1992).
2. Athletic programs have received more public attention than any other single school activity. More than half of all secondary school students participate in some type of athletic activity (Gillies, 1983).

3. The Washington Administrative Code (i.e., WAC 392-191) has required administrators to evaluate teachers for the purpose of improving instructional methods because they impact student lives. The writer (Casey T. Gant) has determined that because the coach is the most influential factor affecting an athlete, they too need to be evaluated.
4. Of 3 million coaches who annually direct sports programs, 2.5 million have no formal training in coaching techniques and concepts (Stewart & Sweet, 1992).
5. Undertaking the project coincided with the writer's graduate studies in educational and athletic administration at Central Washington University.

#### Development of Support for the Project

During the 1995-96 school year, the writer (Casey T. Gant) began discussing plans for developing an evaluation form to be used by coaches and athletic directors at the Mabton Junior Senior High School. The plan was discussed with the following individuals:

1. Howard Carlson - Assistant Superintendent, Mabton School District
2. Keith Morris - Principal, Mabton Junior Senior High School
3. Andy Affholter - Vice Principal/Athletic Director/Head Basketball Coach, Mabton Junior Senior High School
4. Mike Davis - Athletic Director, Sunnyside High School

These individuals encouraged and supported the idea of developing and designing a coaches evaluation form to be used by athletic directors as

well as coaches. Through their recommendations, an evaluation form for athletic directors was developed and will be implemented in the Mabton School District during the 1997-1998 school year. Input from the above named individuals influenced the writer's decision to proceed with the development of an evaluation form to be used by athletic directors, as well as coaches, in the Mabton School District.

#### Procedures

To obtain background information regarding evaluation of athletic coaches, an Educational Resources Information Center (ERIC) computer search was conducted and information from the Washington Interscholastic Activities Association (WIAA) was reviewed on existing models of evaluation forms. Additionally, information regarding athletic evaluations was obtained from 10 selected school districts throughout Washington, including:

- a. Arlington School District, Arlington High School, Arlington, Washington
- b. Cashmere School District, Cashmere High School, Cashmere, Washington
- c. Yakima School District, A. C. Davis High School, Yakima, Washington
- d. Kennewick School District, Kamiakin High School, Kennewick, Washington
- e. Kiona-Benton City School District, Kiona-Benton City High School, Benton City, Washington
- f. Naches Valley School District, Naches Valley High School, Naches, Washington

- g. Pasco School District, Pasco High School, Pasco, Washington
- h. Sunnyside School District, Sunnyside High School, Sunnyside, Washington
- i. Wenatchee School District, Wenatchee High School, Wenatchee, Washington
- j. West Valley School District, West Valley High School, West Valley, Washington

Planned Implementation and Assessment  
of the Study

The process model for evaluating athletic coaches will be presented by the writer (Casey T. Gant) for review by Mabton Junior Senior High School's Principal, athletic director, and coaches, for implementation during the 1997-1998 school year. The project presented in Chapter 4 will be adopted by the school district as the designated model for evaluating athletic coaches at Mabton Junior Senior High School. The project will be evaluated annually by the administration and the participating coaching staff, and recommendations and improvements will be considered and incorporated at that time.

## CHAPTER 4

### THE PROJECT

As a result of this study, an evaluation form was produced for use at Mabton Junior Senior High School, Mabton, Washington. The evaluation process is intended to assist athletic directors and coaches in focusing on improving coaching effectiveness. The form has been organized in six parts to coincide with the six evaluation criteria listed below:

1. Criterion 1: Professional Preparation
2. Criterion 2: Program Organization
3. Criterion 3: Personal Attributes and Performance
4. Criterion 4: Specialized Skills
5. Criterion 5: Parent and Community Involvement
6. Criterion 6: Coach and Player Relationships

As an addendum to this project, a procedure and form used in evaluating assistant athletic coaches at Mabton Junior Senior High School was also developed (see Appendix A).

# **A PROCESS MODEL FOR EVALUATING ATHLETIC COACHES**

**Mabton High School  
Mabton, Washington**



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# **EVALUATION INTRODUCTION**

## **Coach Observation and Evaluation Report**

**Mabton School District #120**  
**Coach Observation and Evaluation Report**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

Description of Responsibilities:

Rating Evaluation:

4 = Excellent - exceeds expectations of what is reasonably expected of the individual

3 = Satisfactory - meets expectations

2 = Needs Improvement - generally below satisfactory expectations

1 = Unacceptable - does not meet minimum expectations

N.O. = not observed

=====

Coach's Signature \_\_\_\_\_ Date \_\_\_\_\_

Athletic/Activities Director \_\_\_\_\_ Date \_\_\_\_\_

It is my judgment that the coach's overall performance has been Satisfactory / Unsatisfactory (Circle one) during the evaluation period covered in this report.

The coach's signature indicates that the coach has read and discussed the evaluation in a conference but does not necessarily imply agreement.

**CRITERION 1:**  
**Professional Preparation**

The employee demonstrates a knowledge of sport theory, rules,  
and pursues continued professional development.

**Criterion 1: Professional Preparation:** The employee demonstrates a knowledge of sport theory, rules, and pursues continued professional development.

- \_\_\_ 1.1 Demonstrates sufficient knowledge and abides by the rules of the sports.
- \_\_\_ 1.2 Understands, enforces, and supports WIAA, league, and school policies regarding extracurricular athletics.
- \_\_\_ 1.3 Possesses and maintains a valid First-Aid and CPR card or equivalent as established by the district policy.
- \_\_\_ 1.4 Establishes clear expectations of student/athletes with regard to academics, commitment to the sport, and citizenship skills.
- \_\_\_ 1.5 Makes efficient use of inservice opportunities and distributes clinic information to appropriate personnel.
- \_\_\_ 1.6 Develops the athlete and team to their potential by preparing them physically and mentally to do their very best.

**Evaluator's comments:**

**Employee's response (optional):**

**CRITERION 2:**  
**Program Organization**

The employee demonstrates the ability to organize, manage,  
and evaluate the sports programs.

**Criterion 2: Program Organization:** The employee demonstrates the ability to organize, manage, and evaluate the sports programs.

- \_\_\_\_ 2.1 Takes proper care of equipment and maintains accurate up-to-date records of inventory.
- \_\_\_\_ 2.2 Demonstrates organization skills while dealing with staff during practices and games.
- \_\_\_\_ 2.3 Adheres to district and school philosophy and policy with regards to eligibility reports, budgets, awards, follow-up, score reporting, etc.
- \_\_\_\_ 2.4 Works directly with the athletic director or designee in the organization and implementation of program goals, objectives, and responsibilities for their sport on a district-wide level.
- \_\_\_\_ 2.5 Supervises athletes before, during, and after practices and games.

**Evaluator's comments:**

**Employee's response (optional):**

**CRITERION 3:**  
**Personal Attributes  
and Performances**

The employee demonstrates skills in human relations and promotes a positive learning/working environment.



**Criterion 3: Personal Attributes and Performances:** The employee demonstrates skills in human relations and promotes a positive learning/working environment.

- \_\_\_ 3.1 Demonstrates ability to maintain poise and composure during practices and games.
- \_\_\_ 3.2 Appearance of team on field or floor is positive.
- \_\_\_ 3.3 Teams display a positive attitude on and off the field or floor.
- \_\_\_ 3.4 Displays an enthusiastic and self-motivated attitude towards players and coaches.
- \_\_\_ 3.5 Use of appropriate language by coaches and players.
- \_\_\_ 3.6 Promotes the total athletic and activities program by supporting other coaches and advisors, and their programs and encourages athletes to be involved in other sports and activities.

**Evaluator's comments:**

**Employee's response (optional):**

**CRITERION 4:**  
**Specialized Skills**

The employee demonstrates competency (knowledge, skill) in designing and conducting activities related to the work assignment.

**Criterion 4: Specialized Skills:** The employee demonstrates competency (knowledge, skill) in designing and conducting activities related to the work assignment.

- \_\_\_\_ 4.1 Organizes practice sessions to accomplish assigned tasks in an effective and timely manner.
- \_\_\_\_ 4.2 Involves assistants appropriately in carrying out major responsibilities.
- \_\_\_\_ 4.3 Teaches in a progressive manner the basic fundamentals and specialized skills required of the sport.
- \_\_\_\_ 4.4 Prepares team for contests and makes appropriate game decisions in regards to player involvement, situational strategies and adjustments.
- \_\_\_\_ 4.5 Teaches specific safety procedures for each activity.
- \_\_\_\_ 4.6 Possesses training in injury treatment and prevention (e.g., holds current First-Aid Certification).

**Evaluator's comments:**

**Employee's response (optional):**

**CRITERION 5:**  
**Parent/Community Involvement**

The employee fosters communication with parents and community.

**Criterion 5: Parent/Community Involvement:** The employee fosters communication with parents and community.

- \_\_\_ 5.1 Communicates program philosophy, goals, rules, and sports safety to parents and athletes prior to the season.
- \_\_\_ 5.2 Works with the media in a positive and helpful manner.
- \_\_\_ 5.3 Promotes positive school/community relationships.
- \_\_\_ 5.4 Maintains a good working relationship with parents and strives to keep them informed.

**Evaluator's comments:**

**Employee's response (optional):**

**CRITERION 6:**  
**Coach/Player Relationships**

The employee demonstrates professionalism with regards to interactive relationships between coach and players.

**Criterion 6: Coach/Player Relationships:** The employee demonstrates professionalism with regards to interactive relationships between coach and players.

\_\_\_\_ 6.1 Maintains discipline in a fair and consistent manner and teaches the concepts of teamwork, sportsmanship, and fair play.

\_\_\_\_ 6.2 Develops rapport with players and treats them with dignity and respect.

\_\_\_\_ 6.3 Develops and maintains a positive attitude among athletes.

**Evaluator's comments:**

**Employee's response (optional):**

CHAPTER 5  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to design and develop a process model for evaluating athletic coaches at Mabton, Washington, High School. To accomplish this purpose, research and information on developing an evaluation form for athletic coaches was reviewed. Additionally, a hand search of various other sources was also conducted.

Conclusions

Conclusions reached as a result of this project study were:

1. Districts need to have a well developed plan for evaluating athletic coaches, as well as programs, to ensure the best possible experiences for all athletes.
2. Evaluating coaches and programs can be beneficial when seeking to determine the quality of coaching effectiveness.
3. Procedures and forms used to evaluate athletic coaches need to focus on the unique needs of each individual district.

Recommendations

As a result of this project, the following recommendations have been suggested:



1. School districts should implement a process model for evaluating athletic coaches that focuses on producing quality programs.
2. Athletic coaches should be evaluated and recommendations for improvement made in a positive manner, with the intended outcome focused on improvement of coaching effectiveness.
3. Other schools or districts seeking to develop a process model for evaluating coaches may wish to adapt the model developed for purposes of this project for their use or conduct a more detailed study related to the evaluation of athletic coaches to meet their unique needs.

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APPENDIX A

ASSISTANT COACH EVALUATION

## ASSISTANT COACH EVALUATION

Assistant Coach \_\_\_\_\_ Date \_\_\_\_\_

Sport \_\_\_\_\_ Key S=Satisfactory N.I.=Needs Improvement

- |  |    |      |
|--|----|------|
| 1. Assistant Coach is on time for all practices, meetings and games.                   | S  | N.I. |
| 2. Assistant Coach assumes and performs all duties assigned by head coach.             | S  | N.I. |
| 3. Assistant Coach is a team player and maintains a good rapport with coach.           | S  | N.I. |
| 4. Assistant Coach maintains a good rapport with players, parents, and community.      | S  | N.I. |
| 5. Assistant Coach assists head coach with supervisory duties.                         | S  | N.I. |
| 6. Assistant Coach conducts themselves in an ethical manner at practice and games.     | S  | N.I. |
| 7. Assistant Coach communicates problems to the head coach (team or individual).       | S  | N.I. |
| 8. Assistant Coach assists in upkeep of equipment and facilities.                      | S  | N.I. |
| 9. Assistant Coach assumes and carries out scouting assignments professionally.        | S  | N.I. |
| 10. Assistant Coach has the ability to motivate players.                               | S  | N.I. |
| 11. Assistant Coaches knowledgeable of the rules of the game and the W.I.A.A.          | S. | N.I. |
| 12. Assistant Coach has the ability to teach fundamental skills.                       | S  | N.I. |
| 13. Assistant Coach handles and reports injuries in a proper and timely manner.        | S  | N.I. |
| 14. Assistant Coach attends coaching clinics relevant to the sport.                    | S  | N.I. |
| 15. Assistant Coach is loyal to the head coach, the program and the coaching position. | S  | N.I. |
| 16. Assistant Coach participated in the awards ceremony.                               | S  | N.I. |

Comments:

Head coach \_\_\_\_\_ Date \_\_\_\_\_

Assistant coach \_\_\_\_\_ Date \_\_\_\_\_

Turned in to A.D. on \_\_\_\_\_ A.D. initials \_\_\_\_\_