



## COACHING EVALUATION FOR PROFESSIONAL IMPROVEMENT PLAN (PIP)

\_\_\_\_\_ **School District**  
**Name of Employee** **I. D. Number:**  
**Sports Program: Title:** **School:**  
**Years in Present Position:** **Appraiser(s):**

**RATING SCALE: Please circle the appropriate number in the space provided for each indicator...**

- |  |  |
|--|--|
| <b>1. Performance Below Expectations</b> | <b>3. Performance Meets Expectations</b>   |
| <b>2. Performance Needs Improvement</b>  | <b>4. Performance Exceeds Expectations</b> |

### I. Human Qualities

Exhibits concern for others through demonstration of sensitivity and courtesy.	1	2	3
	4		
Exhibits positive attitude and enthusiasm.	1	2	3
	4		
Uses a sense of humor when appropriate	1	2	3
	4		
Exhibits flexibility in working with athletes, coaches and the athletic program.	1	2	3
	4		
Demonstrates diplomacy and tactfulness when dealing with people.	1	2	3
	4		

### II. Planning and Organization Skills

Demonstrates promptness and efficiency in regard to clerical work required i.e. physicals, parent approval, insurance, travel expenses, end of season reports, etc.	1	2	3
	4		
Organizes and prepares for daily practices.	1	2	3
	4		
Exhibits promptness for team practices and games.	1	2	3
	4		
Organizes practice and game situations.	1	2	3
	4		
Delegates responsibility effectively (Head Coaches).	1	2	3
	4		
Plans programs to achieve short and long term goals.	1	2	3
	4		
Executes programs to achieve short and long term goals.	1	2	3
	4		

### III. Coaching Strategies and Techniques

Demonstrates knowledge in area of coaching expertise.	1	2	3
	4		
Motivates players to give maximum effort at all times.	1	2	3
	4		



Coaches all players	1	2	3
	4		
Makes positive contribution in the development of a strong positive attitude in all players.	1	2	3
Demonstrates initiative.	4		
	1	2	3
	4		
Shows originality in coaching techniques.	1	2	3
	4		
Demonstrates coaching skills by developing competitive performance levels in teams and individuals.	1	2	3
Encourages the development of competitive attitude.	4		
	1	2	3
	4		

#### IV. Team Management Skills

Maintains individual and team discipline in a positive manner.	1	2	3
	4		
Notifies parents/AD when extreme discipline (such as dismissal) is required.	1	2	3
Demonstrates fairness and patience with team members.	4		
	1	2	3
	4		
Provides constructive criticism and is generous with praise.	1	2	3
	4		
Encourages good relations between his/her team and the team competed against.	1	2	3
Teaches respect for officials and their decisions.	4		
	1	2	3
	4		
Supervises and maintains cleanliness of dressing rooms.	1	2	3
	4		
Maintains districts' standards of game uniform dress code.	1	2	3
	4		
Organizes issuing and collecting equipment effectively.	1	2	3
	4		
Plans for effective purchasing, storage, and security of equipment.	1	2	3
	4		
Inspects and maintains equipment to ensure student safety.	1	2	3
	4		
Purchases, stores and secures equipment as per district and school policy.	1	2	3
	4		

#### V. Professional Attitude

Works cooperatively with and displays respect for supervisors and colleagues.	1	2	3
	4		
Develops and maintains good public relations with parents and community.	1	2	3
	4		
Engages in continuous professional improvement.	1	2	3
	4		
Demonstrates knowledge of and follows districts' NYSPHSAA and League	1	2	3



rules	4		
Keeps current with, demonstrates knowledge of, and adheres to SD Athletics and Board Policies.	1	2	3
Shows interest in athletes in the classroom and in other activities.	4		
	1	2	3
	4		
Develops loyalty and a spirit of cooperation within the activities.	1	2	3
	4		
Shows interest in school programs other than the ones in which he/she works	1	2	3
Exhibits positive attitude about "extra" duties when assigned.	4		
	1	2	3
	4		
Informs athletic coordinator about unusual events within his/her sport.	1	2	3
	4		
Accepts and acts upon constructive criticism in a professional manner.	1	2	3
	4		
Establishes and maintains appropriate coach/student athlete relationship.	1	2	3
	4		
Treats all confidential information in a professional manner.	1	2	3
	4		
<b>VI. Administration Procedures - Athletic Program Coordination</b>			
Demonstrates effective organization and management skills.	1	2	3
	4		
Supervises staff effectively and promotes staff development.	1	2	3
	4		
Promotes positive staff morale.	1	2	3
	4		
Performs staff evaluations efficiently and in a timely manner.	1	2	3
	4		
Makes necessary decisions	1	2	3
	4		
Aids in promoting effective school and public relations.	1	2	3
	4		
Provides leadership in the development and implementation of the total athletic program.	1	2	3
	4		
Maintains professional involvement.	1	2	3
	4		
Exhibits effective oral and written communications skills.	1	2	3
	4		
<b>VII. Personal Characteristics</b>			
Exhibits appropriate dress and appearance	1	2	3
	4		
Provides acceptable role model.	1	2	3
	4		
Exhibits integrity.	1	2	3
	4		



Exhibits dependability.	1	2	3
	4		
Exhibits emotional stability and maturity.	1	2	3
	4		
Maintains punctuality.	1	2	3
	4		
Maintains good general health	1	2	3
	4		
Shows self-control and poise.	1	2	3
	4		
Demonstrates clarity of written and oral expression.	1	2	3
	4		

**VIII. Chemical Health Behaviors of Concern (B of C)**

Sends a strong message to teams and parents concerning drug use.	1	2	3
	4		
Discusses and conveys to the team a zero tolerance stance for drug use.	1	2	3
	4		
Sets example for athletes in personal life as role model.	1	2	3
	4		
Deals with drug or B of C issues immediately	1	2	3
	4		
Stands up for and enforces universally the provisions of code.	1	2	3
	4		
Revisits the message weekly.	1	2	3
	4		
Enforces the policy year round.	1	2	3
	4		

**IX. Appraisal Summary Average**

**Domain Average Rating /Domain Average Rates**

1. Human Qualities
2. Planning and Organization Skills
3. Coaching Strategies and Techniques
4. Team Management Skills
5. Professional Attitude
6. Administrative Procedures
7. Personal Characteristics
8. Chemical Health Behaviors of Concern (B of C)

**Overall Appraisal Rating**



**Give every coach a score for each domain and then rank their strengths and limitations.**

**Give them a professional improvement plan.**

**Help them plan how they will address these limitation areas. Ex. Clinics, courses, etc.**

**Support them and hold them responsible for making efforts to improve every year**