Coaching Performance Assessment

***Effective Coaching System***



**Edina High School**

**Activities and Athletics Department**

***“ALL for ALL”***

***Jordan Cambron: Leadership Evaluation***

After evaluating the initial Qualtrics survey, I realized that a few of my weaker points were based on enthusiasm, professionalism, self-reflection. In order to address these sort of improvements and in order to capture my growth as a project manager I found this Leadership Qualities Rubric. In order for me to know what the specifics were that I could improve on I had four of my teammates who I think are good coaches already and had them evaluate me. I gave them this Coaching Qualities Rubric which gives the criteria assessing quality of performance as a leader and in my case, a coach. I gave the survey to my roommate Scott, my teammate Nate, Kaylee, and Dylan. They all played on the teams I coached and I asked them what they would have rated me in certain things. They gave me feedback on what I could have done better to have moved the rating up on certain ones.



Domain 1 – Program Development

| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| A. Adherence to Activities Office and district rules and Coaches Handbook | Activities and District rules and regulations are not followed | Some Activities Office, District procedures and regulations are followed | Activities Office, District procedures and regulations are followed | Independently knows and follows procedures and regulations without directive from administration | Distinguished X4 |
| B. Cooperation with coaches of other Activities, Administration, and Activities Office | Does not work cooperatively with other coaches, administration, or Activities Office | Reluctantly works with some members of staff | Works cooperatively with all coaches, administration, and Activities Office | Works for what is best for BYUI Activities (as opposed to individual sport) encouraging involvement. | Distinguished X4 |



Domain 1: I received the highest ratings of distinguished in both of these sections from the three teammates I surveyed. They mentioned how I did a good job of following the rules to make sure that we were cooperating with the intramural office for any encounters we might have had. They said in regards to cooperation that I did a great job when we forfeited a game of working with the office to see what qualifications had to happen in order for us to qualify for tournament.

Domain 2 – Student-Athlete Development

| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| Consideration of health and safety of student-athlete | Does not consider health and safety of student-athlete | Considers health of athlete, but puts team’s needs ahead of individual’s safety needs | Considers health and safety, including use of proper procedures regarding injuries | Takes proactive approach to student health and safety, including preventive measures | Distinguished X4 |
| Ability to help individual and team development to fullest potential | Does not help either individual or team develop to fullest potential | Develops only few individuals to fullest potential | Helps individuals and team develop to fullest potential | Develops both, but focuses on the team development ahead of individual development (“All-4-All”) | Distinguished X4 |
| Sportsmanship | Athletes do not demonstrate respect to opponents, officials, and fans | Athletes demonstrate some respect, but not to all necessary parties | Athletes demonstrate respect to opponents, officials, and fans | Athletes demonstrate respect to opponents, officials, and fans and encourage others to do the same | Basic X2  Proficient X2 |

Domain 2: For this section, I did fairly well in my coaching abilities. As I mentioned before from the original Qualtrics survey, I found out that I had lower sportsmanship ratings. I found out why in this section. The four people I spoke with helped me understand that I should have been more active in ensuring that our team did not get out of hand during play. They told me about the time when I sat back while we were playing a team in June. Both sides were getting a little heated and instead of talking to my team to tell them to calm down, I kept playing and sort of ignored my responsibility. As a result, we had a really bad encounter with that team and we left on bad terms. So for the future, I am going to stay active in talking with the referee and my teammates to ensure that my “athletes” are showing respect to all necessary parties.

Domain 3 – Coaching (Fundamentals, Psychology, and Heart)

| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| Utilization of sound teaching/coaching techniques (Skill) | Does not utilize any teaching or coaching principles | Utilizes some coaching principles, but not educationally based | Utilizes sound teaching and coaching principles | Coaches to change lives, including focus on life-long skills | Basic X1  Proficient X2  Distinguished X1 |
| Individual & team Goals set for athletes (Psychology) | Does not develop any sort of goals | Develops team goals. | Collaborating with team to develop team goals. Meets with players on Ind. Goals. | (Proficient) + Pre, Mid, Post season Individual Player meetings. | Proficient X1  Distinguished X3 |
| Ability to adjust strategies in game situations (Psychology) | Cannot adjust strategies in game situations | Attempts to adjust strategies in game situations but not successfully | Successfully adjusts strategies in game situations | Able to “out-coach” opposing coach | Proficient X1  Distinguished X3 |
| Presentation of self as a positive role model for student-athlete (Heart) | Does not present self as a role model for student-athlete | Presents self as an inconsistent role model for student-athlete | Demonstrates sportsmanship and presents self as a positive role model for student-athlete | Presents self as positive role model for all participants in program and community | Distinguished X4 |

Domain 3: For this section of fundamentals in coaching, I learned some new things that I had never thought about before. For the first part I got a variety of responses. I got one distinguished vote because I am very skilled in volleyball and I am able to coach and help other players understand the sport and what techniques would be required to have success. The reason I got a “basic” vote from Nate is because he mentioned to me that I didn’t really know exactly how to coach kickball. He said I hadn’t studied it out quite yet enough for us to be successful. We understood how to play, but in regards to sound principles. Scott and Kaylee gave me proficient votes for this section because they said that I knew how to coach volleyball, but that my kickball coaching wasn’t exactly a strength. I didn’t focus on working to make them better kickball players, but I came to play. This is something I want to work on so I can get better. I want to be a coach in the future who helps their athletes become the best they can be no matter what I am coaching. For Goals we all had a team goal which we knew and that was to win the intramural championship. The way I could have increased this section would have been by determining what each player wants to focus on. In project management, it is important to have a goal as a team, but it is just as important to have individual goals so that we can be better team players and feel like we are important, because we are working to improve. Everyone but Scott gave me good rating for adjustability. The reason I didn’t reach the top mark was because I wasn’t able to out coach. When we played the team “Thor” I realized that I had forgotten to make the change so that our tallest player Doug was in the outfield in the place where most of the balls were being hit. Instead I had the wrong placement and didn’t make any changes about it. Other than not being able to out-coach opposing coaches, I did a fairly good job of seeing where we had the most potential and utilizing it. The four I interviewed thought I did a good job at being positive as a role model to the team.



Domain 4- Communication Skills/Public Relations

| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| Communication with student-athlete | Does not communicate with student-athletes | Communicates with student-athletes, but not effectively | Communicates effectively with student-athletes | Communicates effectively with student-athletes, using proactive approach with multiple means | Distinguished X4 |
| Communication with activities office and school staff | Does not communicate with Activities Office and school staff | Communicates with Activities Office and school staff, but not effectively | Communicates effectively with Activities Office and school staff | Communicates effectively with Activities Office and school staff, using proactive approach | Distinguished X2  Proficient X2 |

Domain 4: According to my team, I did an excellent job at coordinating with the athletes in regards to games, strategies and making sure they were aware of things. I did struggle to coordinate with the activities office for intramurals. Scott and Nate told me that I had forgotten to call and let the intramural office know that I wanted to have a “Bye” for that week. As a result, we got marked down on sportsmanship by 4 points. We almost didn’t qualify for the tournament because we didn’t have a high enough score. If that had happened twice, we wouldn’t have been able to make it in the tournament, but luckily I fixed my error. They helped me solidify the idea of “it is easier to keep up than catch up.” I decided from that moment that I would be sure to coordinate what is necessary in order for our team to be able to qualify without the stresses of possibly being disqualified. We needed a buffer zone, and I want to make sure that zone is known in the future at all times.



Domain 5 – Administrative/Organizational Skills

| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| Compliance with BYUI rules, regulations, and deadlines | Does not comply with BYUI rules, regulations, or deadlines | Complies with BYUI rules, regulations, or deadlines, but only after non-compliance | Complies with BYUI rules, regulations, and deadlines | Independently knows and complies with BYUI rules, regulations, and deadlines without directive | Distinguished X3  Proficient X1 |
| Care for equipment and facilities | Does not care for equipment for facilities | Cares for individual sport equipment, but not school facilities | Cares for equipment and facilities | Puts extra time and effort into the care of equipment and facilities | Distinguished X4 |

Domain 5: This section was more of strength for me. In my organizational skills, my teammates thought that I did a good job at taking care of the equipment and facilities. They mentioned that I had strength in complying with the rules, but that just like previously I missed a deadline. I comply with basically all of the things we need to do, but they told me that if I want to use a default one week, I have to call the intramural office 24 hours in advance. I had totally forgotten to do this and so as a result, I found myself paying a 10-dollar fee because I forgot to let the office know. I missed that deadline and my team helped me understand that knowing the ins, outs, and regulations of the game really can help me be a better coach.

**LEVELS OF PERFORMANCE**

**Unsatisfactory**

The coach does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the coach to grow and develop this area.

**Basic**

The coach appears to understand the concepts underlying the component and attempts to implement its elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

**Proficient**

The coach clearly understands the concepts underlying the component and implements it well. Most experienced, capable coaches will regard themselves and be regarded by other as performing at this level

**Distinguished**

Coaches at this level are master coaches and make contributions to the field, both inside and outside of the school. They operate at a qualitatively different level, and more proactive in their anticipation of coaching needs rather than reactive.