

Standards of Effective Athletic Directing

80% Elements of Effective Athletic Directing

20% Professional Responsibilities

The principal in collaboration with the Assistant Superintendent overseeing Athletics participates in joint evaluations for athletic directors.

Elements of Effective Athletic Directing				
	Below Standard	Developing	Effective	Highly Effective
Content Knowledge	Demonstrates limited athletic directing knowledge based on services and/or responses to reflective questioning/discussion. Demonstrates little awareness of education-based athletics programming/management including MSHSL and SPPS athletic policies, procedures, and practices.	Demonstrates basic athletic directing knowledge based on services and/or responses to reflective questioning/discussion. Demonstrates some awareness of education-based athletics programming/management including MSHSL and SPPS athletic policies, procedures, and practices.	Demonstrates solid athletic directing knowledge based on services and/or responses to reflective questioning/discussion. Demonstrates thorough awareness of education-based athletics programming/management including MSHSL and SPPS athletic policies, procedures, and practices.	Meets Effective AND: Is a leader in Content Knowledge and supports/mentors others to grow/develop in this area.
Athletic Program Development	Little or no growth/progress in the athletic program. Program development rarely aligns to SPPS athletics handbook, MSHSL, school goals, and/or district goals.	Some growth/progress in the athletic program. Program development sometimes aligns to SPPS athletics handbook, MSHSL, school goals, and/or district goals.	Regular and ongoing growth/progress in the athletic program. Program development consistently aligns to SPPS athletics handbook, MSHSL, and school goals, and district goals.	Meets Effective AND: Is a leader in Athletic Program Development and supports/mentors others to grow/develop in this area.
Assessment of Programming	Rarely implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor athletic programming. Rarely uses student athlete/coach/program data to design, adjust, and differentiate athletic programming.	Sometimes implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor athletic programming. Sometimes uses student athlete/coach/program data to design, adjust, and differentiate athletic programming.	Routinely implements a variety of assessment methods (e.g. qualitative, quantitative, formative, summative) to monitor athletic programming. Regularly uses student athlete/coach/program data to design, adjust, and differentiate athletic programming.	Meets Effective AND: Is a leader in Assessment of Programming and supports/mentors others to grow/develop in this area.

	Below Standard	Developing	Effective	Highly Effective
Understanding of Student Athletes	Demonstrates limited understanding of student athletes and/or rarely makes athletic programming accessible, relevant, and equitable. Rarely incorporates knowledge of student athletes' language(s), backgrounds, cultures, interests, learning styles, and/or special needs in athletic programming.	Demonstrates an understanding of some student athletes and makes athletic programming accessible, relevant, and equitable. Sometimes incorporates knowledge of student athletes' language(s), backgrounds, cultures, interests, learning styles, and/or special needs in athletic programming.	Demonstrates an understanding of all student athletes and makes athletic programming accessible, relevant, and equitable. Regularly incorporates knowledge of student athletes' language(s), backgrounds, cultures, interests, learning styles, and special needs in athletic programming.	Meets Effective AND: Is a leader in Understanding of Student Athletes and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices that extend and deepen student athletes understanding of each other.
Varied Strategies	Minimally uses a variety of strategies to provide athletic programming. Utilizes strategies that adapt to some student athletes' diverse needs and/or rarely engages student athletes/stakeholders to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes uses a variety of strategies to provide athletic programming. Utilizes strategies that adapt to most student athletes' diverse needs and sometimes engages student athletes/stakeholders to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Regularly uses a variety of strategies to provide athletic programming. Consistently utilizes strategies that adapt to each student athlete's diverse needs and regularly engages student athletes/stakeholders to share, incorporate and/or learn from their personal, linguistic, cultural backgrounds (ethnic, gender, orientation, socioeconomic, national, age, religion).	Meets Effective AND: Is a leader in Varied Strategies and supports/mentors others to grow/develop in this area.
Relationships	Fosters a sense of community that respects the identities of some student athletes, coaches, and stakeholders, evidenced by words, actions, and attitudes that model and promote inclusion of some. Consistently facilitates a community with student athletes, coaches, and stakeholders in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of most student athletes, coaches, and stakeholders, evidenced by words, actions, and attitudes that model and promote inclusion of most. Sometimes facilitates a community with student athletes, coaches, and stakeholders in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of each student athlete, coach, and stakeholder, evidenced by words, actions, and attitudes that model and promote inclusion of all. Consistently facilitates a community with student athletes, coaches, and stakeholders in which each feels welcomed, respected, and supported.	Meets Effective AND: Is a leader in Relationships and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain ownership of the community.
High Expectations	Communication and actions (verbal and non-verbal) reinforce beliefs that some student athletes can achieve. Rarely monitors SPPS and NCAA academic expectations for student athletes.	Communication and actions (verbal and non-verbal) reinforce beliefs that most student athletes can achieve. Sometimes monitors SPPS and NCAA academic expectations for student athletes.	Communication and actions (verbal and non-verbal) reinforce beliefs that each student athlete can achieve. Regularly monitors SPPS and NCAA academic expectations for student athletes.	Meets Effective AND: Is a leader in High Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain high standards.
Engaging Student Athletes	Rarely works with student athletes to authentically engage them in practices, games, and/or events. Rarely utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Sometimes works with student athletes to authentically engage them in practices, games, and/or events. Sometimes utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Consistently works with student athletes to authentically engage them in practices, games, and/or events. Consistently utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion).	Meets Effective AND: Is a leader in Engaging Student Athletes and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain ownership of engagement.

	Below Standard	Developing	Effective	Highly Effective
Eligibility & Rosters	Rarely reports, tracks, and/or enforces eligibility as required by SPPS and MSHSL policies. Rarely ensures rosters are up to date and follow MSHSL protocols.	Sometimes reports, tracks, and/or enforces eligibility as required by SPPS and MSHSL policies. Sometimes ensures rosters are up to date and follow MSHSL protocols.	Consistently reports, tracks, and enforces eligibility as required by SPPS and MSHSL policies. Consistently ensures rosters are up to date and follow MSHSL protocols.	Meets Effective AND: Is a leader in Eligibility & Rosters and supports/mentors others to grow/develop in this area.
Athletic Policies & Rules	Rarely discusses with athletic team members SPPS/MSHSL rules including team membership protocols. SPPS/MSHSL rules are rarely posted. Rarely monitors and/or enforces SPPS/MSHSL policies and rules.	Sometimes discusses with athletic team members SPPS/MSHSL rules including team membership protocols. SPPS/MSHSL rules are posted. Sometimes monitors and/or enforces SPPS/MSHSL policies and rules.	Regularly discusses with athletic team members SPPS/MSHSL rules including team membership protocols. SPPS/MSHSL rules are clearly posted. Consistently monitors and enforces SPPS/MSHSL policies and rules.	Meets Effective AND: Is a leader in Athletic Policies & Rules and supports/mentors others to grow/develop in this area.
Coaching & Staff Supports	Rarely recruits, hires, retains, and/or supports coaches/staff who know and reflect the diversity of the SPPS community. Rarely holds post-season reviews that address strengths and growth areas; rarely encourages coaching staff to pursue advanced coaching certification and/or improvement opportunities. Rarely supports termination processes when needed.	Sometimes recruits, hires, retains, and/or supports coaches/staff who know and reflect the diversity of the SPPS community. Sometimes holds post-season reviews that address strengths and growth areas; sometimes encourages coaching staff to pursue advanced coaching certification and/or improvement opportunities. Sometimes supports termination processes when needed.	Regularly recruits, hires, retains, and supports coaches/staff who know and reflect the diversity of the SPPS community. Routinely holds post-season reviews that address strengths and growth areas; regularly encourages coaching staff to pursue advanced coaching certification and/or improvement opportunities. Regularly supports termination processes when needed.	Meets Effective AND: Is a leader in Coaching & Staff Supports and supports/mentors others to grow/develop in this area.
Scheduling	Rarely creates an athletics program master schedule (conference, non-conference) with a balanced program of opportunities for all student athletes. Rarely establishes fair practice schedules, access to facilities, and/or inclement weather processes.	Sometimes creates an athletics program master schedule (conference, non-conference) with a balanced program of opportunities for all student athletes. Sometimes establishes fair practice schedules, access to facilities, and/or inclement weather processes.	Consistently creates an athletics program master schedule (conference, non-conference) with a balanced program of opportunities for all student athletes. Regularly establishes fair practice schedules, access to facilities, and inclement weather processes.	Meets Effective AND: Is a leader in Scheduling and supports/mentors others to grow/develop in this area.
Team Functions	Rarely supports coach's team-building efforts on and/or off the field of play. Rarely supports recognition events that honor athletes and thank families.	Sometimes supports coach's team-building efforts on and/or off the field of play. Sometimes supports recognition events that honor athletes and thank families.	Regularly supports coach's team-building efforts on and off the field of play. Consistently supports recognition events that honor athletes and thank families.	Meets Effective AND: Is a leader in Team Functions and supports/mentors others to grow/develop in this area.
Athletic Events Host	Rarely attends or designates a representative to be present at all times when the school hosts an athletic event. Rarely generates and/or sends game contracts to opponents. Rarely communicates protocols with opposing schools.	Sometimes attends or designates a representative to be present at all times when the school hosts an athletic event. Sometimes generates and/or sends game contracts to opponents. Sometimes communicates protocols with opposing schools.	Consistently attends or designates a representative to be present at all times when the school hosts an athletic event. Consistently generates and sends game contracts to opponents. Consistently communicates protocols with opposing schools.	Meets Effective AND: Is a leader in Athletic Events Host and supports/mentors others to grow/develop in this area.

	Below Standard	Developing	Effective	Highly Effective
Sportsmanship	Rarely communicates and/or demonstrates appropriate sportsmanship. Rarely holds student athletes and/or coaches accountable to established SPPS policies. Rarely models appropriate treatment of officials. Rarely monitors and/or enforces SPPS/MSHSL sportsmanship expectations.	Sometimes communicates and/or demonstrates appropriate sportsmanship. Sometimes holds student athletes and/or coaches accountable to established SPPS policies. Sometimes models appropriate treatment of officials. Sometimes monitors and/or enforces SPPS/MSHSL sportsmanship expectations.	Regularly communicates and demonstrates appropriate sportsmanship. Consistently holds student athletes and coaches accountable to established SPPS policies. Consistently models appropriate treatment of officials. Consistently monitors and enforces SPPS/MSHSL sportsmanship expectations.	Meets Effective AND: Is a leader in Sportsmanship and supports/mentors others to grow/develop in this area.
Behavioral Expectations	Creates expectations that sometimes align with positive school/team-wide expectations and/or the SPPS athletics handbook (e.g. code of conduct, MSHSL, eligibility statement). Expectations, rituals, and routines are rarely taught, modeled, practiced and/or re-taught when needed. Occasionally communicates and/or minimally reinforces clear, high expectations for student athlete and coach behavior that reflect a positive, culturally responsive environment.	Creates expectations that align with positive school/team-wide expectations and the SPPS athletics handbook (e.g. code of conduct, MSHSL, eligibility statement). Expectations, rituals, and/or routines are regularly taught, modeled, practiced and/or re-taught when needed. Sometimes communicates and/or positively reinforces clear, high expectations for student athlete and coach behavior that reflect a positive, culturally responsive environment.	Creates with student athletes and/or coaches, expectations that align with positive school/team-wide expectations and the SPPS athletics handbook (e.g. code of conduct, MSHSL, eligibility statement). Expectations, rituals, and routines are regularly taught, modeled, practiced and re-taught when needed. Consistently communicates and positively reinforces clear, high expectations for student athlete and coach behavior that reflect a positive, culturally responsive environment.	Meets Effective AND: Is a leader in Behavior Expectations and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain ownership of behavioral expectations.
Behavior Monitoring and Response	Rarely monitors and/or manages behaviors. Redirections and/or responses to behavior are inconsistent, ineffective, disrespectful, and/or racially and culturally inequitable.	Sometimes monitors and manages behaviors. Redirections and responses to behavior are mostly respectful, effective, and/or racially and culturally equitable.	Consistently monitors and manages behaviors and their impact on the athletics community and/or team. Redirections and responses to behavior are consistently respectful, effective, and racially and culturally equitable.	Meets Effective AND: Is a leader in Behavior Monitoring and Response and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain ownership of behaviors.
Supervision and Safety	Rarely has plans in place for supervision. Rarely supports coaches to teach and/or reinforce supervision and safety protocols aligned to the SPPS athletics handbook and MSHSL.	Sometimes has plans in place for supervision. Sometimes supports coaches to teach and/or reinforce supervision and safety protocols aligned to the SPPS athletics handbook and MSHSL.	Consistently has plans in place for supervision. Regularly supports coaches to teach and reinforce supervision and safety protocols aligned to the SPPS athletics handbook and MSHSL.	Meets Effective AND: Is a leader in Supervision and Safety and supports/mentors others to grow/develop in this area.
Engaging Families	Rarely engages families in the athletics community throughout the school year and/or minimally works to build reciprocal relationships. Rarely promotes family involvement in athletic programming. Creates an environment that welcomes some cultures and backgrounds of families.	Sometimes engages families in the athletics community throughout the school year and works to build reciprocal relationships. Sometimes promotes family involvement in athletic programming. Creates an environment that welcomes most cultures and backgrounds of families.	Regularly engages families in the athletics community throughout the school year and works to build reciprocal relationships. Promotes family involvement in athletic programming. Creates an environment that welcomes all cultures and backgrounds of families.	Meets Effective AND: Is a leader in Engaging Families and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which student athletes promote and sustain engaging their family.

	Below Standard	Developing	Effective	Highly Effective
Community Relations	Rarely supports positive community relations related to athletic programming. Rarely coordinates the dissemination of equipment and/or information pertinent to the sound promotion of athletics. Rarely publicizes athletic events.	Sometimes supports positive community relations related to athletic programming. Sometimes coordinates the dissemination of equipment and/or information pertinent to the sound promotion of athletics. Sometimes publicizes athletic events.	Consistently supports positive community relations related to athletic programming. Regularly coordinates the dissemination of equipment and information pertinent to the sound promotion of athletics. Consistently publicizes athletic events.	Meets Effective AND: Is a leader in Community Relations and supports/mentors others to grow/develop in this area.
Budget	Rarely manages (e.g. timelines, deadlines, documentation of expenditures, contracts) a fiscally responsible and/or balanced budget that supports student athletic achievement.	Sometimes manages (e.g. timelines, deadlines, documentation of expenditures, contracts) a fiscally responsible and/or balanced budget that supports student athletic achievement.	Regularly manages (e.g. timelines, deadlines, documentation of expenditures, contracts) a fiscally responsible and balanced budget that supports student athletic achievement.	Meets Effective AND: Is a leader in Budget and supports/mentors others to grow/develop in this area.
Equipment & Uniform Management	Rarely ensures that equipment and/or uniforms are routinely inventoried, maintained, and/or organized.	Sometimes ensures that equipment and/or uniforms are routinely inventoried, maintained, and/or organized.	Regularly ensures that equipment and uniforms are routinely inventoried, maintained, and organized.	Meets Effective AND: Is a leader in Equipment & Uniform Management and supports/mentors others to grow/develop in this area.
Transportation	Rarely follows athletics handbook procedures for transportation.	Sometimes follows athletics handbook procedures for transportation.	Regularly follows athletics handbook procedures for transportation.	Meets Effective AND: Is a leader in Transportation and supports/mentors others to grow/develop in this area.
Facilities & Maintenance	Rarely works closely with the building lead engineer to ensure all athletic facilities are safe, well-maintained, and in good repair (e.g. monthly walkthroughs, work orders). Rarely obtains permits through SPPS Facilities.	Sometimes works closely with the building lead engineer to ensure all athletic facilities are safe, well-maintained, and in good repair (e.g. monthly walkthroughs, work orders). Sometimes obtains permits through SPPS Facilities.	Regularly works closely with the building lead engineer to ensure all athletic facilities are safe, well-maintained, and in good repair (e.g. monthly walkthroughs, work orders). Consistently obtains permits through SPPS Facilities.	Meets Effective AND: Is a leader in Facilities & Maintenance and supports/mentors others to grow/develop in this area.
Technology Integration	Minimally uses available technology to support athletic programming.	Uses available technology to support athletic programming that sometimes fosters creativity, communication, collaboration, and/or critical thinking.	Regularly uses available technology to support athletic programming and fosters creativity, communication, collaboration, and/or critical thinking.	Meets Effective AND: Is a leader in Technology Integration and supports/mentors others to grow/develop in this area.
Interpersonal Conflict	Rarely able to manage interpersonal conflict within the athletic program (e.g., parent complaints, playing time, coaching relationships). Mitigation strategies are rarely proactive, effective, and/or racially and culturally equitable.	Sometimes able to manage interpersonal conflict within the athletic program (e.g., parent complaints, playing time, coaching relationships). Mitigation strategies are sometimes proactive, effective, and/or racially and culturally equitable.	Regularly able to manage interpersonal conflict within the athletic program (e.g., parent complaints, playing time, coaching relationships). Mitigation strategies are consistently proactive, effective, and racially and culturally equitable.	Meets Effective AND: Is a leader in Interpersonal Conflict and supports/mentors others to grow/develop in this area.
Partnerships with Support Staff & Volunteers	Minimally establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers. Rarely creates a welcoming environment for support staff and/or volunteers.	Sometimes establishes, clarifies, and/or reinforces clear expectations for support staff and/or volunteers. Sometimes creates a welcoming environment for support staff and/or volunteers.	Regularly establishes, clarifies, and reinforces clear expectations for support staff and/or volunteers to support/monitor athletic programming. Regularly creates a welcoming environment for support staff and volunteers.	Meets Effective AND: Is a leader in Partnerships with Support Staff & Volunteers and supports/mentors others to grow/develop in this area.

	Below Standard	Developing	Effective	Highly Effective
Athletics Office Space	Athletics office space is not safe at times or space arrangement is rarely a resource for athletic programming.	Attempts to adjust available space with some effectiveness and/or athletics office space arrangement is sometimes a resource for athletic programming.	Arranges available space to support a welcoming athletics office. Space arrangement is consistently a resource for athletic programming.	Meets Effective AND: Is a leader in Athletics Office and supports/mentors others to grow/develop in this area.
Professional Responsibilities				
	Below Standard	Developing	Effective	Highly Effective
Professional Conduct	Inconsistently complies with federal laws, state laws, and/or SPPS policies and procedures. Inconsistently implements school's and district's strategic plan, mission, vision, and/or operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures. Mostly implements school's and district's strategic plan, mission, vision, and operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures; models high standards of professional conduct. Regularly implements school's and district's strategic plan, mission, vision, and operating procedures.	Meets Effective AND: Is a leader in modeling Professional Conduct and supports/mentors others to grow/develop in this area.
Record Keeping	Maintenance of records (e.g. athlete/team statistics, awards, records, student contracts) is mostly inaccurate, incomplete, and/or not up to date. Rarely completes processes for state athletic awards.	Maintenance of records (e.g. athlete/team statistics, awards, records, student contracts) is mostly accurate, complete, and up to date. Sometimes completes processes for state athletic awards.	Maintenance of records (e.g. athlete/team statistics, awards, records, student contracts) is consistently accurate, complete, and up to date. Regularly completes processes for state athletic awards.	Meets Effective AND: Is a leader in Record Keeping and supports/mentors others to grow/develop in this area.
Communication with Families & Stakeholders	Rarely provides appropriate information to families/guardians and/or stakeholders about athletic programming. Rarely maintains the school athletic website. Information is minimally conveyed in a timely, professional, linguistically, and/or culturally sensitive manner.	Sometimes provides appropriate information to families/guardians and/or stakeholders about athletic programming. Sometimes maintains the school athletic website. Information is sometimes conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Regularly provides appropriate information to families/guardians and stakeholders about athletic programming. Consistently maintains the school athletic website. Information is regularly conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Meets Effective AND: Is a leader in Communication with Families & Stakeholders and supports/mentors others to grow/develop in this area (e.g. models the use of effective communication systems for colleagues).
Professional Relationships	Collaborates ineffectively and/or disrespectfully. Communications and interactions rarely foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions sometimes foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions regularly foster a sense of community that respects the identities and roles of colleagues.	Meets Effective AND: Is a leader in Professional Relationships and supports/mentors others to grow/develop in this area.
Reflective Practices & Feedback	Rarely uses data and feedback to self-assess strengths and identify areas of growth. Rarely articulates and implements changes based on self-reflection and data.	Sometimes uses data and feedback to self-assess strengths and identify areas of growth. Sometimes articulates and/or implements changes based on self-reflection and data.	Regularly uses data and feedback to self-assess strengths and identify areas of growth. Regularly articulates and implements changes based on self-reflection and data.	Meets Effective AND: Is a leader in Reflective Practices & Feedback and supports/mentors others to grow/develop in this area.
Professional Growth	Minimally plans for and/or participates in relevant professional learning activities. Rarely implements learning to improve educational practices and/or professional growth.	Sometimes plans for and participates in relevant professional learning activities. Sometimes implements learning to improve educational practices and professional growth.	Regularly plans for and participates in relevant professional learning activities. Regularly implements learning to improve educational practices and professional growth.	Meets Effective AND: Is a leader in Professional Growth and supports/mentors others to grow/develop in this area.

	Below Standard	Developing	Effective	Highly Effective
Written TD&E Reflections	Responses show little evidence of integrated learning or insights gained from the experience(s). Reflections are not submitted or responses are incomplete.	Responses show some evidence of integrated learning or insights gained from the experience(s).	Responses show thorough evidence of integrated learning or insights gained from the experience(s) and how the learning experience(s) contributed to educator efficacy.	Meets Effective AND: Is a leader in TD&E Written Reflections and supports/mentors others to grow/develop in this area. Written TD&E reflections can be used as an exemplar.
TD&E Components	One or more TD&E components are missing and/or incomplete or TD&E components are sometimes completed in a timely manner, based on school/department timelines.	All TD&E components are complete and mostly completed in a timely manner, based on school/department timelines.	All TD&E components are complete and consistently completed in a timely manner, based on school/department timelines.	Meets Effective AND: Is a leader with TD&E Components and supports/mentors others to grow/develop in this area.

Summary

Areas of Strength:

Areas of Growth:

Next Steps: