

2025-26 HS Athletic Head Coach Rubric

Stakeholders are defined as student-athletes, parents, community, assistant coaches, colleagues, athletic director, athletic trainer, media, feeders, officials, and school staff.

*Each evaluation category builds on the description of the previous evaluation category.

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Communication	Coach does not communicate pertinent information to all stakeholders.	Coach communicates basic information, (i.e. schedules, policies, expectations) through a single medium, with no interest in changing, to all stakeholders	Coach ensures that all stakeholders have pertinent information and makes an effort to convey an understanding of program vision. Coach communicates in a respectful, professional tone and is clear, concise, and accurate, using multiple forms of communication. Conducts a pre-season meeting, and shares information utilizing 21st Century tools when appropriate.	Coach consistently analyzes and assesses the effectiveness and impact of communications to all stakeholders throughout the school year, and makes changes if necessary. Communication is differentiated between all stakeholders.
Professionalism	Coach does not follow by-laws, policies and guidelines, and has negative interactions with stakeholders.	Coach inconsistently follows all by-laws, policies, and guidelines and has unprofessional interactions with stakeholders.	Coach follows all by-laws, policies, and guidelines and has professional interactions with all stakeholders.	Coach mentors and/or collaborates with others (coaches, students, student-athletes) to increase success of athletic programming

		Coach acts in a professional manner (dress, punctuality to events, meetings, practices and games).	Coach works with assistant coaches, where applicable, to capitalize on their strengths to better the program.	at the school, district and state level.
Relationship Building	Coach does not build positive relationships with stakeholders.	Coach is building positive relationships with some stakeholders. Coach is a positive role model most of the time.	Coach builds and maintains positive relationships with most stakeholders and exhibits approachability. Coach behaves as a positive role model for student-athletes on and off of the court/field.	Coach builds and maintains a positive relationship with all stakeholders, exhibits situational awareness, and is proactive and consistent in dealing with issues. Coach is a positive role model and representative for not just their sport, but school, district and state as well.
Administrative Responsibilities	Coach does not complete administrative responsibilities. Responsibilities include managing budget, P-Card, school accounts, booster account, ordering procedures, scheduling, evaluations, facilities and equipment management and care, league responsibilities, eligibility, and end of	Coach inconsistently completes administrative responsibilities. Responsibilities include managing budget, P-Card, school accounts, booster account, ordering procedures, scheduling, evaluations, facilities and equipment management and	Coach consistently completes administrative responsibilities. Responsibilities include managing budget, P-Card, school accounts, booster account, ordering procedures, scheduling, evaluations, facilities and equipment management and	Coach proactively completes administrative responsibilities. Responsibilities include managing budget, P-Card, school accounts, booster account, ordering procedures, scheduling, evaluations, facilities and equipment management and

	year banquet.	care, league responsibilities, eligibility, and end of year banquet.	care, league responsibilities, eligibility, and end of year banquet.	care, league responsibilities, eligibility, and end of year banquet.
Coaching Strategies (Knowledge, Instruction, Motivation, & Program Culture)	Coach demonstrates a gap in their knowledge of the sport and their ability to instruct, motivate, and build a positive program culture.	Coach demonstrates knowledge of their sport but needs improvement in instruction, motivating student-athletes and/or building a positive program culture.	Coach is able to apply their knowledge through effective instruction, motivational tactics or techniques, and building a positive program culture.	Coach utilizes their knowledge of the sport and adapts or differentiates to fit the skills and needs of their student-athletes to compete at the appropriate level. Coach instills knowledge of the game through instruction, motivational strategies, and building a positive program culture.
Safety	Coach does not facilitate an environment that is physically, socially, and emotionally safe. These areas may include, but are not limited to: facilities, locker room, equipment, practices, events, transportation	Coach sometimes facilitates an environment that is physically, socially, and emotionally safe. These areas may include, but are not limited to: facilities, locker room, equipment, practices, events, transportation	Coach consistently facilitates an environment that is physically, socially, and emotionally safe. These areas may include, but are not limited to: facilities, locker room, equipment, practices, events, transportation	Coach proactively and consistently promotes an environment that is physically, socially, and emotionally safe. These areas may include, but are not limited to: facilities, locker room, equipment, practices, events, transportation CHSAA events

	<p>CHSAA events</p> <p>Coach does not adhere to CHSAA and district regulations, athletic injuries protocol and concussion protocol.</p>	<p>CHSAA events</p> <p>Coach sometimes adheres to CHSAA and district regulations, athletic injuries protocol and concussion protocol.</p>	<p>CHSAA events</p> <p>Coach adheres to CHSAA and district regulations, athletic injuries protocol and concussion protocol.</p>	<p>Coach consistently collaborates with stakeholders in order to adhere to CHSAA and district regulations, athletic injuries protocol and concussion protocol.</p>
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ADDITIONAL ITEMS FOR LEVEL 4 RATING

- Participate in professional development opportunity, i.e., conference, clinic, class, book study
- Implement an action plan from the feedback of the survey and/or exit interview, if needed.
- Manage academic eligibility and implement academic interventions when needed
- Organize a community service project/outreach for team
- Involvement with youth feeder programs and/or groups, if applicable.
- Present at a coaching clinic and/or take on leadership role in Athletic Department
- You and your team show organized support for other athletic or activity programs at your school
- Have an off-season player development program
- Promote and support multi-sport and activity participation
- Team and/or athletes advance beyond the regular season (longer season)
- Other items with approval from athletic director that demonstrates going "above and beyond"
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