

Nutley Framework for Professional Growth as Coaches

Domain I: Knowledge of Sport
1a: Is well-versed and knowledgeable in matters pertaining to their sport and keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities) 1b: Abides by event regulations including conference, county, state (NJSIAA) and national rules 1c: Communicates with athletes, other coaches and Director of Athletics
Domain II: Communication
2a: Communicates with athletes, other coaches and Director of Athletics and displays cooperation and support for the school's athletic program 2b: Promotes professional communication with parents 2c: Provides an atmosphere for open dialogue with student athletes 2d: Maintains a positive rapport with his/her assistants
Domain III: Ethics
3a: Maintains self-control in the competitive arena, providing an example of sporting behavior 3b: Uses Ethical means of motivation 3c: Enforces training rules, codes, eligibility, and Board of Education policies
Domain IV: Development
4a: Monitors academic progress of student athletes throughout the school year 4b: Provides information regarding post-secondary opportunities for student athletes 4c: Promotes involvement within the community 4d: Promotes and utilizes strength and conditioning program in order to enhance performance and increase development
Domain V: Organization & Safety
5a: Provides an adequate system for management of equipment 5b: Cooperates with Director of Athletics in regards to completion of responsibilities 5c: Appropriately supervises the student athlete in locker rooms, training areas, and while being transported 5d: Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety

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DOMAIN I: KNOWLEDGE OF SPORT				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
1a. Is well-versed and knowledgeable in matters pertaining to their sport and keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities)	In planning, preparation, and implementation the coach makes errors or does not correct errors made by student athletes.	Coach is familiar with techniques, philosophies, and strategies of their sport and can teach that knowledge to his/her student athletes somewhat effectively.	Coach has solid knowledge of techniques, philosophies, and strategies that specifically pertain to their sport and teaches these concepts to his/her student-athletes effectively in order to continuously improve student performance.	Coach effectively passes his/her knowledge of techniques, philosophies, and strategies to his/her student-athletes effectively while creating a model for colleagues and peers and engaging student to facilitate knowledge and leadership.
Abides by event regulations including conference, county, state (NJSIAA) and national rules	Coach has no knowledge of rules and regulations and does not effectively teach student athletes the importance of following them.	Coach is somewhat familiar with the rules and regulations of his/her sport and rarely incorporate them into daily practice plans.	Coach has a solid understanding of the rules and regulations of their sport and effectively disseminates that knowledge to their student athletes.	Coach's solid knowledge of program and sport-specific rules and regulations promotes collaboration amongst colleagues and peers and challenges students to increase their understanding of their sport and larger program.
Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities)	Coach engages in no professional development activities to enhance knowledge or skill.	Coach participates in professional activities to a limited extent when they are convenient.	Coach seeks out opportunities for professional development to enhance content knowledge, skill, and effective techniques.	Coach seeks out opportunities for professional development and makes an effort to engage colleagues in continuous learning opportunities and leads professional development for others.

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DOMAIN II: COMMUNICATION				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
Communicates with athletes, other coaches and Director of Athletics and displays cooperation and support for the school's athletic program	Coach provides minimal information to athletes, coaches and DA about team an individual progress, or the communication is inappropriate. Coach does not respond, or responds insensitively, to concerns about athletes and team progress.	Coach adheres to the Athletic Department's required procedures for communicating with athletes, coaches and DA. Responses to concerns are minimal.	Coach communicates with athletes, coaches and DA about team and individual progress on a regular basis, and is available as needed to respond to concerns.	Coach provides information to athletes, coaches and DA frequently on athletes and team progress, with students contributing to the design of the system. Response to concerns is handled with great professionalism and cultural sensitivity.
Promotes professional communication with parents	Coach provides minimal and inconsistent information about team schedules and events. Coach does not respond to concerns about individual student athletes concerns.	Coach adheres to the athletic department's required procedures for communicating with families. Team schedules and events are communicated minimally and response to individual student athlete concerns is untimely.	Coach communicates with families about team schedules and events efficiently and in a timely manner and is available to respond to individual student-athlete concerns.	Coach communicates with families about team schedules and events efficiently, frequently, and in a timely manner. Coach initiates conversations with individual students or families as necessary and is available to respond to individual student-athlete concerns and promotes student-athlete and family interaction within the program.

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<p>Provides an atmosphere for open dialogue with student athletes</p>	<p>Coach interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the student athletes. Student athletes exhibit disrespect for the coach.</p>	<p>Coach-student athlete interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for the coach.</p>	<p>Coach/student-athlete interactions are friendly and demonstrate general caring and respect. Such interactions are age and culturally appropriate. Student-athletes exhibit respect for the coach and each other.</p>	<p>Coach interactions with student-athletes reflect genuine respect and caring for individuals as well as groups. Student-athletes respect the coach and each other and trust the coach with matters relating to athletics, academics and their social development.</p>
<p>Maintains a positive rapport with his/her assistants</p>	<p>Coach has a poor rapport with assistants, colleagues and peers</p>	<p>Coach maintains a somewhat positive rapport with assistants, colleagues and peers</p>	<p>Coach maintains a positive rapport with assistants, colleagues and peers</p>	<p>Coach maintains a positive rapport with assistants, colleagues and peers and seeks out feedback on coaching from them</p>

DOMAIN III: ETHICS				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
Maintains self-control in the competitive arena, providing an example of sporting behavior	Coach is dishonest, lacks integrity and does not use professionalism when interacting with student-athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach inconsistently displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student-athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student-athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach holds to the highest standards of honesty, integrity, confidentiality, professionalism and takes a leadership role with colleagues. Student-athletes hold themselves to similar standards.
Uses ethical means of motivation	Coach does not use ethical means to motivate student athletes and does not adhere to the district or department code of conduct.	Coach is somewhat ethical when motivating student athletes, adhering to district and department code of conduct inconsistently.	Coach uses ethical means of motivation that are in line with the district's and department's code of conduct.	Coach makes a concerted effort to ensure all coaches and students-athletes under his/her charge are adhering to the district and department code of conduct to ensure that they are honored in the school. Students promote the same ethical standards.
Enforces training rules, codes, eligibility, and Board of Education policies	Coach has no knowledge of BOE and department policies and does not enforce them.	Coach is somewhat versed and in BOE and department policies and inconsistently follows and enforces them.	Coach has a solid understanding of BOE and department policies and effectively follows and enforces them.	Coach has a solid understanding of BOE and department policies and effectively follows and enforces them, taking a leadership role with colleagues. Students promote the BOE and department policies.

DOMAIN IV: DEVELOPMENT				
Component	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
Monitors academic progress of student athletes throughout the school year	Coach has no system for maintaining information on student-athletes academic progress in learning or the system is in disarray.	Coach’s system for maintaining information on student-athletes academic progress in learning is partially effective.	Coach’s system for maintaining information on student-athletes academic progress in learning is fully effective. Coach Serves as liaison and advocate with local stake holders.	Coach’s system for maintaining information on student-athletes academic progress in learning is fully effective. Student-athletes contribute information and participate in interpreting the records.
Provides information regarding post-secondary opportunities for student athletes	Coach provides no information regarding post-secondary options for student athletes.	Coach provides minimal information regarding post-secondary options for student athletes targeting only those who excel athletically.	Coach provides frequent information as appropriate, regarding post-secondary options for student athletes. Coach Serves as liaison and advocate with post secondary stake holders.	Coach provides frequent information as appropriate, regarding post-secondary options for student athletes and includes the student athlete and family in the process.
Promotes involvement within the community	Coach makes no attempt to engage student-athletes in in community service projects.	Coach makes modest and partially successful attempts student-athletes in in community service projects.	Coach's efforts to engage student-athletes in in community service projects and efforts are frequent and successful.	Coach's efforts to engage student-athletes in in community service projects and efforts are frequent and successful. Students contribute ideas for projects that could be enhanced by team and peer participation.

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<p>Promotes and utilizes strength and condition program and facilities in order to enhance performance and increase development</p>	<p>Coach makes no attempt to engage student-athletes in the strength and conditioning program.</p>	<p>Coach makes modest and partially successful attempts to engage student-athletes in the strength and conditioning program.</p>	<p>Coach's efforts to engage student-athletes in the strength and conditioning program are frequent and successful.</p>	<p>Coach's efforts to engage student-athletes in the strength and conditioning program are frequent and successful. Student –athletes take leadership roles in organizing and attending such sessions .</p>
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<p>DOMAIN V: ORGANIZATION & SAFETY</p>				
<p>Component</p>	<p>Levels of Performance</p>			
	<p>Basic</p>	<p>Emerging</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>Provides an adequate system for management of equipment</p>	<p>Coach's system for distributing, maintaining, and collecting equipment and uniforms ineffective and unorganized.</p>	<p>Coach's system for distributing, maintaining, and collecting equipment and uniforms is partially effective and reported to DA inconsistently and untimely.</p>	<p>Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to DA in a timely and efficient manner.</p>	<p>Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to DA in a timely and efficient manner. Student-athletes assist with the process.</p>
<p>Cooperates with Director of Athletics in regards to completion of responsibilities</p>	<p>Coach does not perform duties as defined in job description and rarely submits forms, correspondence and necessary paperwork accurately and in an untimely fashion. There is no progress toward</p>	<p>Coach inconsistently performs duties as defined in job description and submits forms, correspondence and necessary paperwork inaccurately and in an untimely fashion. There is inconsistent progress toward</p>	<p>Coach performs duties as defined in job description consistently, submits forms, correspondence and necessary paperwork accurately and adheres to deadlines. Team and individuals work toward achieving their seasonal</p>	<p>Coach performs duties as defined in job description consistently and effectively. Forms and correspondence are accurate and prompt. Team and individuals goals are achieved as a direct result of the coach’s efforts and ability. Student are actively</p>

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	team and individual goals and expectations.	team and individual goals and expectations.	goals and expectations.	developing their own individual and team goals and working toward achieving them
Appropriately supervises the student athlete in locker rooms, training areas, and while being transported	Student athlete behavior is not monitored, and coach is unaware of what the students athletes are doing.	Coach is generally aware of student athlete behavior however may miss the activities of some student athletes.	Coach is alert to student-athlete behavior and they are properly supervises student-athletes at all times.	Monitoring by coach is subtle and preventative. Students athletes monitor their own and their peers' behavior, correcting one another respectfully.
Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety	Practice sessions, facilities, and related activities are unorganized and unsafe, or learning is not accessible to some athletes.	Practice sessions, facilities, and related activities are organized, safe, and at least essential learning is accessible to most athletes.	Practice sessions, facilities, and related activities are organized, safe, and learning is equally accessible to all athletes.	Practice sessions, facilities, and related activities are safe and athletes themselves ensure that all learning is equally accessible to all athletes.