Evaluating the High School Athletic Program.


73

43p.

American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

*Athletic Programs; *Evaluation; Evaluation Criteria; *Physical Education; Physical Education Facilities; *Program Evaluation; *Secondary Schools

This evaluation instrument for secondary school physical education programs was developed by a task force after study of many evaluation instruments for schools, colleges, and physical education programs. There are 10 components in the evaluation form: a) an overview of the athletic department, b) administration of the athletic program, c) facilities, d) equipment, e) finances, f) relationship of the physical education program to the total educational program, g) personnel, h) student reaction to the program, i) evaluation of the overall program, and j) relationship of the athletic program to the community. (HMD)
EVALUATING THE HIGH SCHOOL ATHLETIC PROGRAM
FOREWORD

How is a secondary school athletic program to be evaluated? There has been a strong need for an answer to this question as indicated by the number of requests for an instrument of evaluation received by the Division of Men's Athletics. Therefore, in 1971 the Division's Executive Council and the National Council of Secondary School Athletic Directors began planning the development of an instrument to be used on a self-evaluative basis or by a visitation committee. With the cooperation of the National Council of State High School Coaches Associations, a Task Force was appointed to develop an instrument for evaluating secondary school athletic programs. At this time there was no known means for such evaluation.

The Task Force first attempted to identify which existing educational evaluative tools could be used as guides. Many instruments for evaluating schools, colleges, and physical education programs were studied and used in preparing the evaluating instrument presented in this book. The Task Force is indebted particularly to the developers of the North Central Association High School Evaluation document, the State of Wisconsin Standards for Physical Education, and the State of Kansas Guide for Physical Education.

Standards appearing in Chapters 2-10 of this publication were prepared by the Task Force after consultation with knowledgeable athletic administrators and a review of existing literature. These standards are recommended by the Task Force and approved by the Executive Council of the Division of Men's Athletics.
EVALUATING THE ATHLETIC PROGRAM
Task Force Statement of Evaluation Philosophy

The Task Force is aware that evaluation of any program in exact measurable terms is not always possible. Human factors are involved in many areas and many abstract items are difficult to measure.

In addition, this evaluation may not suit every athletic program. However, the Task Force feels that any program which in general measures up to the standards of this evaluation is a credit to the school and its personnel.

The Task Force also is aware that an athletic program may be evaluated as excellent but that such rating does not guarantee championship results.

It is hoped that this evaluation will motivate the school to improve its program in any area that appears to be below acceptable standards.

TASK FORCE

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CHAPTER 1.
AN OVERVIEW OF THE ATHLETIC DEPARTMENT

Introduction to Report

Evaluators should see that the following information is provided as an introduction to the actual evaluation:

EVALUATION COMMITTEE MEMBERS FOR EVALUATION SELF-STUDY, 19 ____

<table>
<thead>
<tr>
<th>Personnel for</th>
<th>HIGH SCHOOL, DISTRICT</th>
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<tbody>
<tr>
<td>Superintendent</td>
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<tr>
<td>Principal</td>
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<td>Director of Athletics</td>
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<tr>
<th>Coaches</th>
<th>Coaching Assignments</th>
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<th>Ticket Manager, Trainer, Maintenance, Custodian, etc.</th>
<th>Teaching and/or other Responsibilities</th>
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1
General Analysis of Athletic Department

The athletic department should provide a brief description comprehensive enough for evaluators to see the athletic program in perspective with the rest of the institution.

OBJECTIVES OF ATHLETIC PROGRAM OF ______________________ SCHOOL
EVALUATION PROFILE OF THE STATEMENT OF PURPOSES AND OBJECTIVES

Profile Rating Scale

na
not applicable  1 inadequate provision with little or no progress evident  2 inadequate provision with some progress evident  3 inadequate provision but much progress evident  4 adequate provision

1. The statement of purposes and objectives is sufficiently comprehensive to describe what the athletic program is attempting to accomplish.

2. The statement was developed and designed for this school's athletic program.

3. The statement was developed by the entire athletic staff.

4. The entire school community shared in the development of the statement.

5. Efforts have been made to acquaint the student body and the larger school community with the statement.

6. The statement perceives and meets the needs of the students attending the school and of the larger school community.

7. The statement involves objectives that can be evaluated in appraising the program's progress towards their fulfillment.

8. The objectives are concerned with participant outcomes rather than with the coaches' won and lost record.

9. The program in effect is in accord with the statement of purposes and objectives.

10. There are specific plans for the ongoing revision of the statement as changing conditions warrant.
GENERAL PROFILE

Describe the special characteristics of the community, school, and student body, briefly — a thumbnail sketch. Cover the following points:

1. Community population

2. School enrollment — Boys _______ Girls _______

3. Economic background

4. Parental background and employment

5. Future student plans

6. Community recreation facilities and athletic programs

7. Sociological background

8. Ethnic background

9. Religious background
HISTORY OF THE ATHLETIC PROGRAM

Include major developments in the areas of:

1. Administration
2. Facilities
3. Equipment
4. Finance
5. Education
6. Personnel
7. Student Participant-Non-Participant Program
8. Community
PRESENT ATHLETIC PROGRAM

Attach list of sports offered in program, including:

1. Classification of teams in each sport
2. Number of contests for each team per sport
3. Number of coaches per team
4. Number of participants per team

Attach financial budgets from the three previous years.

List and attach a comprehensive job description for:

1. Principal
2. Director of athletics
3. Coaches
4. Supportive personnel

List supportive groups or organizations associated with the athletic program.

List committees or groups which include students in a decision making role.
FUTURE PLANS FOR THE ATHLETIC PROGRAM

List any projected changes in the following areas of the ongoing program:

1. Administration

2. Facilities

3. Equipment

4. Finance

5. Education

6. Personnel

7. Student Participant-Non-Participant

8. Program

9. Community
ATHLETIC FACILITIES

List existing school facilities.
1. Indoor

List existing community facilities.
1. Indoor

2. Outdoor
CHAPTER 2.
ADMINISTRATION OF THE ATHLETIC PROGRAM

I. School board
A. The school board has a written policy governing athletics which includes:

1. Philosophy
   - Yes _____ No _____

2. Selection and retention of personnel
   - Yes _____ No _____

3. Methods of financing program
   a. Existing programs
      - Yes _____ No _____
   b. Receptivity to supporting new programs
      - Yes _____ No _____

B. The board is responsive to requests for additional needs of students.
   - Yes _____ No _____

C. The board has a written policy regarding:
   1. Line and staff procedure
      - Yes _____ No _____

   2. Grievance procedure
      - __ _ __ No _____

D. The board provides for insurance needs of participants.
   - Yes _____ No _____

E. The board provides for insurance needs of athletic staff.
   - Yes _____ No _____

II. Administrator
A. The superintendent implements the school board's athletic policy including:

1. Selection and retention of personnel
   - Yes _____ No _____

2. Methods of financing
   a. Existing programs
      - Yes _____ No _____
   b. New programs
      - Yes _____ No _____

3. Responsiveness to requests for additional needs of students.
   - Yes _____ No _____

4. Line and staff procedures
   - Yes _____ No _____

5. Philosophy
   - Yes _____ No _____

B. The principal implements the school board's athletic policy including:

1. Philosophy
   - Yes _____ No _____

2. Program
   - Yes _____ No _____

3. Selection and retention of personnel
   - Yes _____ No _____

4. Line and staff procedures
   - Yes _____ No _____

C. The principal is responsible for following rules established by the state and conference associations.
   - Yes _____ No _____

1. Active participation in state and conference associations.
   - Yes _____ No _____

2. Establishment of a moral and ethical climate essential for maintaining leadership standards.
   - Yes _____ No _____
III. Director of athletics
A. The director recognizes the principal as the leader of the individual school program.
   Yes______No______
B. The director establishes a moral and ethical climate essential for maintaining leadership standards.
   Yes______No______
C. The athletic director has a comprehensive job description.
   Yes______No______

IV. Coaching staff

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<th>1 inadequate provision with little or no progress evident</th>
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<tr>
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<td>na</td>
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<tr>
<td>Staff</td>
<td>na</td>
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<tr>
<td>Athletes</td>
<td>na</td>
<td>1 2 3 4</td>
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<tr>
<td>Students</td>
<td>na</td>
<td>1 2 3 4</td>
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<tr>
<td>Parents</td>
<td>na</td>
<td>1 2 3 4</td>
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<tr>
<td>News Media</td>
<td>na</td>
<td>1 2 3 4</td>
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<td></td>
</tr>
<tr>
<td>Community</td>
<td>na</td>
<td>1 2 3 4</td>
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</table>

2. Respect for the letter and intent of rules and regulations.
   na 1 2 3 4

3. Demonstration of a respect for authority
   na 1 2 3 4

4. Understanding and following line and staff procedures
   na 1 2 3 4

5. Self-control:
   Contest situations
   Faculty
   Students
   Parents
   News media
   Staff
   Administration
   na 1 2 3 4

C. Coaches demonstrate humanistic attitudes in the following areas:
   Respect for athletes
   na 1 2 3 4
   Welfare of athletes
   na 1 2 3 4
   Athletic department personnel
   na 1 2 3 4
   Respect for parents
   na 1 2 3 4
Respect for guests
D. The coaching staff shows professional competency by:
1. Meeting the established criteria of the educational profession
   na 1 2 3 4
2. Maintaining coaching proficiency through in-service training programs and professional clinics.
   na 1 2 3 4

IV. Athletic department
A. The athletic department has the support of:
   1. Faculty
      na 1 2 3 4
   2. Team doctor
      na 1 2 3 4
   3. Custodian and maintenance personnel
      na 1 2 3 4
   4. Clerical personnel
      na 1 2 3 4
   5. School treasurer
      na 1 2 3 4
   6. Band director
      na 1 2 3 4
   7. Cheerleaders and sponsor
      na 1 2 3 4
   8. Booster Club
      na 1 2 3 4
   9. Pep clubs
      na 1 2 3 4
B. The athletic department maintains a checklist for game management:
   1. Adequate police protection
      na 1 2 3 4
   2. Adequate parking attendants
      na 1 2 3 4
   3. Adequate ticket takers
      na 1 2 3 4
   4. Adequate ticket sellers
      na 1 2 3 4
   5. Adequate and trained concession workers
      na 1 2 3 4
   6. Adequate ushers and service personnel
      na 1 2 3 4
   7. Adequate assistance for game management
      na 1 2 3 4
   8. A ticket manager
      Yes______ No______
CHAPTER 3.
FACILITIES FOR THE ATHLETIC PROGRAM

I. Planning and utilization
   A. The existing facilities for the entire athletic program have been designed,
      constructed and maintained to meet the standards established under the
      philosophy of the board of education.
         na 1 2 3 4
   B. The athletic facilities are the result of careful planning and are in a constant state
      of being reevaluated to determine present effectiveness and future needs.
         na 1 2 3 4
   C. Goals have been established to anticipate future needs, foster orderly growth and
      provide renovation of existing facilities.
         na 1 2 3 4
   D. Scheduling of events takes place to obtain maximum utilization of existing
      facilities.
         na 1 2 3 4
   E. Community facilities are utilized whenever possible to avoid duplication and to
      make use of superior facilities.
         na 1 2 3 4
   F. Community and school officials cooperate in long range planning and in the use
      of each party’s facilities.
         na 1 2 3 4

II. Overall facilities
   A. Facilities are designed to meet the needs of the total athletic program.
         na 1 2 3 4
   B. Facilities are available to both boys and girls on an equitable basis whether
      separate or shared.
         na 1 2 3 4
   C. There is provision for proper space or area for both indoor and outdoor sports
      programs.
         na 1 2 3 4
   D. Fixed equipment is adequate to meet minimum standards in regard to the peak
      requirements of each athletic activity.
         na 1 2 3 4
   E. Facilities meet the minimum standards for sanitary and safety code require-
      ments.
         na 1 2 3 4
   F. Facilities are designed for adaptability in regard to multiple activities and future
      expansion.
         na 1 2 3 4
   G. There is adequate provision for spectator seating for each sports activity.
         na 1 2 3 4
   H. Facilities are made available through a central scheduling agency to all schools in
      the system school groups and the community.
         na 1 2 3 4
I. Functional and well equipped offices are available for each sports activity.

J. There are convenient ticket distribution booths or centers centrally located for all sports.

K. There are adequate parking areas, well illuminated for night contests and with adequate means of egress after contests.

L. There is a hospitality room for coaches, school officials and visiting school personnel.

M. Adequate concession facilities are located for maximum use at peak requirement periods.

N. There are adequate news media space and equipment for news coverage of contests.

O. There is an adequate training room and first aid station to provide services for both athletes and spectators.

P. There are rest room and drinking water accommodations for peak periods of use meeting minimum standards of equipment and cleanliness.

Q. Where needed, facilities are equipped with sound amplification systems for music and voice.

R. Where needed, adequate scoreboard equipment is provided for giving information to participants and spectators.

S. Adequate maintenance and custodial personnel is available to keep facilities safe and sanitary.

T. There is adequate lighting to meet minimum requirements in all facilities.

U. Components of the facilities are located to insure lack of interference or interruption in regard to noise, traffic or other activities.

V. Athletic facilities are aesthetically designed.

W. All facilities meet fire and safety code requirements.
III. Outdoor facilities
A. Facilities are located on school campus or in immediate vicinity.
   na  1  2  3  4

B. Facilities are provided with adequately prepared and equipped areas for playing and practice.
   1. All weather surfaces for:
      Track and Field na  1  2  3  4
      Tennis na  1  2  3  4
      Football na  1  2  3  4
      Others (please list) na  1  2  3  4

   2. Properly marked fields for practice and competition.
      na  1  2  3  4

   3. Adequate playing surface, properly graded and drained for all sports activities.
      na  1  2  3  4

   4. Grass surfaces regularly fertilized, seeded and watered.
      na  1  2  3  4

   5. Playing areas lighted to meet high standards for night contests.
      na  1  2  3  4

C. There is adequate and readily accessible storage space or area for equipment and materials.
   na  1  2  3  4

IV. Indoor facilities
A. Adequate space is available for the proper storage of athletic equipment and materials.
   na  1  2  3  4

B. There is a laundry with adequate facilities to provide clean equipment and uniforms on a regular usage basis.
   na  1  2  3  4

C. There is a heating and ventilation system to maintain adequate temperature and humidity control.
   na  1  2  3  4

D. There are shower and drying room facilities to meet peak demands.
   na  1  2  3  4

E. There are sufficient lockers of the proper type to meet the needs of the program.
   na  1  2  3  4

F. There are playing floors and areas properly marked and finished in a fashion to provide most effective surface conditions.
   na  1  2  3  4
G. There is an effective and controlled heating system.

V. Specialized facilities with permanent equipment
   (check if available)
   ______ 1. Swimming pool
   ______ 2. Wrestling area
   ______ 3. Gymnastics
   ______ 4. Weight training area
   ______ 5. Indoor track
   ______ 6. Indoor all purpose area (baseball-tennis-golf)
   ______ 7. Hockey arena
FACILITIES SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
CHAPTER 4.
EQUIPMENT FOR THE ATHLETIC PROGRAM

I. Purchase and inventory
A. Adequate equipment and supplies are provided for participants in each sport.
   Yes _____ No _____

B. Coaches and/or athletic director provide for inventory of supplies and equipment at the end of each sports season.
   Yes _____ No _____

C. Coaching staff participates in determining type, amount, and quality of supplies and equipment.
   na 1 2 3 4

D. Long-range planning is done to provide for replacement and purchase of major equipment items (bleachers, wrestling mats, etc.)
   na 1 2 3 4

E. Adequate consideration is given, when purchasing, to the aesthetic qualities of uniforms and equipment.
   na 1 2 3 4

II. Care and management of equipment and supplies
A. The athletic department provides set procedures for issue and return of equipment and supplies.
   Yes _____ No _____

B. Adequate individual locker storage is provided for the security and care of the participants' personal and school property.
   Yes _____ No _____

C. Adequate off-season storage is provided for equipment and supplies.
   Yes _____ No _____

D. Adequate precautions are taken to insure proper fit and use of uniforms and equipment for maximum comfort and safety.
   na 1 2 3 4

E. Adequate procedures are used to insure proper management of uniforms and equipment.
   na 1 2 3 4

F. Overall procedures for managing and using supplies and equipment tend to instill in the coaches and participants a proper respect for uniforms and supplies.
   na 1 2 3 4

G. Adequate arrangements are made for the daily laundry of practice equipment.
   na 1 2 3 4

H. Adequate arrangements are made for the laundry of game equipment as needed.
   na 1 2 3 4

I. Adequate arrangements are made for the repair and reconditioning of supplies and equipment.
   na 1 2 3 4

III. Purchasing
A. Written policies are followed for the purchase of all supplies and equipment.
   na 1 2 3 4

B. Where practical, competitive bidding procedures are followed in purchasing of supplies and equipment.
   Yes _____ No _____
EQUIPMENT SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
CHAPTER 5.
ATHLETIC PROGRAM FINANCES

I. General
A. There are written policies governing the derivation and expenditure of funds for athletics. Yes____ No____
B. Policies governing finances are known to all staff members. na 1 2 3 4
C. As needed, the complete budget is available for the use of all coaches. Yes____ No____
D. Adequate consideration is given to the equitable distribution of participant cost among the sports in the program. na 1 2 3 4

II. Sources of income
A. All income for athletics goes into a common or general fund. Yes____ No____
B. Unless prevented by law, the athletic program is supported by the educational tax fund or comparable source. Yes____ No____
C. Money raised by a booster club or similar type of supporting group is used to support the entire athletic program. Yes____ No____
D. Any special fund-raising projects are approved by the athletic administration in advance. Yes____ No____

III. Budget
A. The athletic director prepares a yearly itemized written athletic budget. Yes____ No____
B. The principal is knowledgeable about all parts of the athletic budget. na 1 2 3 4
C. Each head coach and athletic director work together on the final draft of budget for the sport involved. Yes____ No____

IV. Financial records
A. Adequate finance records are kept by the athletic director during the year to facilitate the proper use of the budget by coaching staff. na 1 2 3 4
B. Necessary financial records of past years are maintained to provide information for evaluation and future planning. na 1 2 3 4
FINANCE SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
CHAPTER 6.
RELATIONSHIP OF ATHLETIC PROGRAM
TO THE TOTAL EDUCATIONAL PROGRAM

I. Athletic program an integral part of total curriculum
   A. The sports are an outgrowth of the physical education program.  
      Yes ____ No ____
   B. A variety of sports is available for all students.  
      Yes ____ No ____
   C. The educational values of sport are foremost in the philosophy.  
      Yes ____ No ____
   D. All students have an opportunity to participate in a sport.  
      Yes ____ No ____
   E. Athletics are used appropriately as a school's unifying force.  
      Yes ____ No ____
   F. Athletes are not excused from courses, including physical education, because of athletic participation.  
      Yes ____ No ____

II. Coaches as faculty members
   A. Coaches have an adequate opportunity to exercise the rights and privileges of other faculty members in determining school and curricular matters.  
      Yes ____ No ____
   B. Coaches attend, and they are scheduled so they may attend, faculty meetings.  
      Yes ____ No ____
   C. Coaches are not expected to assume more duties of a general nature than are other faculty members.  
      Yes ____ No ____
   D. Teaching tenure and other faculty privileges are available to athletic personnel.  
      Yes ____ No ____
   E. Assignments for extra duties are made for coaches on the same basis as for other teachers.  
      Yes ____ No ____

III. Participants encouraged by activities to perform adequately in academic areas
   A. Athletes are held accountable scholastically at the same level as other students.  
      Yes ____ No ____
   B. Practices are of such length and intensity that they do not deter students' academic pursuits.  
      Yes ____ No ____
   C. Game trips do not cause the students to miss an excessive number of classes.  
      Yes ____ No ____
   D. Counseling services emphasize the importance of academic records in regard to career education.  
      Yes ____ No ____
   E. Athletes are required to attend classes on days of contests.  
      Yes ____ No ____

IV. Meeting philosophy of school board
   A. New coaches are made aware of the board policies, and informed that they will be expected to follow them in spirit as well as letter.  
      Yes ____ No ____

23
B. All coaches are regularly informed by the principal and athletic director that they must practice within the framework of board policy.

Yes ______ No ______

C. A procedure is available for the athletic director and coaches to make recommendations regarding policy change.

Yes ______ No ______

D. Noncoaching faculty members are made aware of board policy regarding athletics so they may discuss it from a base of fact.

Yes ______ No ______

E. The philosophy of the board is written and made available to all personnel.

Yes ______ No ______

V. Awards
A. Only those intrinsic awards authorized by local conferences and state athletic associations are given.

Yes ______ No ______

B. Diligence is exercised to insure that outside groups do not cause violations of the award regulations.

Yes ______ No ______

C. Care is taken to assure that athletes are not granted privileges not available to the general student body.

Yes ______ No ______

VI. Projected program outcomes
A. It is emphasized that participation in athletics is a privilege.

Yes ______ No ______

B. Development of critical thinking as well as athletic performance is planned into the program.

Yes ______ No ______

C. Development of self direction and individual motivation is a real part of the athletic experience.

Yes ______ No ______

D. The athletes are allowed to develop at their own cognitive, psychomotor and effective readiness level.

Yes ______ No ______

E. The accepted social values are used as standards of behavior both on and off the playing area.

Yes ______ No ______

VII. Guarding against student exploitation
A. The student is not used in athletic performance to provide an activity that has as its main purpose entertainment of the community.

Yes ______ No ______

B. The student's academic program is in no way altered to allow him to maintain eligibility with less than normal effort on his part.

Yes ______ No ______

C. The student is not given a false impression of his athletic ability through the device of suggesting the possibility of a college scholarship.

Yes ______ No ______

D. The athletes are not given a false image of the value of their athletic prowess to the material and cultural success within the school and community.

Yes ______ No ______
EDUCATIONAL SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
CHAPTER 7.
ATHLETIC DEPARTMENT PERSONNEL

I. Meeting standards of state and local certification requirements
   A. All personnel meet the letter of these requirements. Yes ____ No ____
   B. An attempt is made for all coaches to have at least physical education or coaching minors. Yes ____ No ____
   C. No nonteaching personnel are allowed to coach. Yes ____ No ____

II. Adequate personnel employed to meet program needs
   A. Additional staff is hired if the popularity of a sport, indicated by the number of prospects, shows demand for additional schedules and coaches. Yes ____ No ____
   B. Where numbers indicate, assistant coaches are provided in all sports. Yes ____ No ____
   C. Adequate supportive personnel is provided to insure that coaches have time for coaching. Yes ____ No ____
   D. Properly qualified personnel is provided to take care of the health service of the athletic program. Yes ____ No ____
   E. Properly qualified and certified athletic officials are obtained for all contests. Yes ____ No ____

III. Employment of athletic personnel as contribution to overall educational program
   A. All facets of credentials (not only winning record) are perused when personnel are selected. Yes ____ No ____
   B. No fringe benefits, not available to all faculty, are offered to secure athletic personnel. Yes ____ No ____
   C. Athletic personnel to be assigned teaching in any area must be qualified and well motivated in that area. Yes ____ No ____

IV. Performance of equitable professional duties
   A. Athletic personnel carry the same teaching load as other faculty, unless release from same is part of computed compensation. Yes ____ No ____

V. Professional, ethical and moral standards of personnel
   A. Athletic personnel are members of general educational organizations (NEA, AAHPER, etc.). Yes ____ No ____
   B. Athletic personnel are members of the professional organizations appropriate to their teaching and coaching areas. Yes ____ No ____
   C. Some athletic personnel are leaders in their areas as indicated by research, publications, use of new techniques and service to professional organizations. Yes ____ No ____
   D. Athletic personnel operate under a code of ethics that is at least as lofty as that of NEA. Yes ____ No ____
E. Athletic personnel have moral standards that at their minimum would, if emulated by their athletes when they become adults, provide a social image felt to be desirable in the community.

Yes _____ No _____

F. Athletic personnel make positive efforts to teach the spirit as well as the letter: of playing rules, sportsmanship codes, and other value areas available in sports.

Yes _____ No _____

VI. Salary standards commensurate and equitable with established professional schedules

A. Compensation for coaching is based on:

1. Length of season

   Yes _____ No _____

2. Number of participants

   Yes _____ No _____

3. Scope of responsibility

   Yes _____ No _____

B. Percentage scales or comparable scales are used to provide fair increments for experience.

   Yes _____ No _____

C. Extreme differences in salary among coaches of different sports are avoided.

   Yes _____ No _____

D. Coaching increments are not used to lure outstanding teachers in academic areas who are not qualified to coach.

   Yes _____ No _____
PERSONNEL SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
I. Participant
   A. Every student is given equitable opportunity to try out and participate in an
      athletic activity.
      na 1 2 3 4
   B. The program of athletic activities is designed to offer a wide variety of
      opportunities to meet the individual differences of the student body.
      na 1 2 3 4
   C. The student participates in a decision making role in regard to athletic policies,
      rules and regulations.
      na 1 2 3 4
   D. Regular channels of communication are established to impart program values
      and standards to all students.
      na 1 2 3 4
   E. Each student is given a complete physical examination before trying out for an
      athletic activity.
      na 1 2 3 4
   F. An adequate insurance program is provided the student to defray the cost of
      medical attention in case of injury.
      na 1 2 3 4
   G. Services are available to aid the participating student in finding the college of his
      choice or selecting a career upon graduation.
      na 1 2 3 4
   H. The student is provided with the best equipment, facilities and environment
      possible in view of existing minimum standards and the financial ability of the
      school.
      na 1 2 3 4
   I. The participant is able to appeal to a higher authority for a redress of an
      arbitrary decision on the part of a coach or administrator.
      na 1 2 3 4
   J. The participant is protected from a loss of class time by proper scheduling of
      athletic events.
      na 1 2 3 4
   K. The participant is given consideration in regard to the scheduling of competition
      commensurate with school size and program interest.
      na 1 2 3 4
   L. The student is encouraged to participate in a variety of sports and if unable to
      participate on the varsity level, he is encouraged to continue competition on the
      extramural or intramural level.
      na 1 2 3 4
   M. Students are permitted to participate only in one given sport at a time.
      Yes _____  No _____
II. Nonparticipant
   A. The nonparticipating student is made to feel a part of the athletic program by serving in a decision making role in regard to athletic policies affecting the entire student body.

   B. Nonparticipating students are given preferential opportunities to attend athletic contests before the adults in the community.

   C. Nonparticipating students are encouraged to join supportive groups of the athletic program.

   D. Student leaders are given the opportunity to serve on committees for awards recognition and pep assemblies.

   E. Every effort is exerted toward directing the nonparticipant into a school sponsored event of a physical nature to promote interest and appreciation of the values of physical activity.

III. Evaluations
   A. How well does the athletic program enrich the total school experience for both participating and nonparticipating students?

   B. To what extent does the student body view the athletic program as a valuable extracurricular experience?

   C. To what extent have policies been established to insure maximum student interest and participation in the athletic program?
PARTICIPANT SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
### Evaluation of the Overall Athletic Program

#### I. Seasons of Sports

<table>
<thead>
<tr>
<th>A. The school is a member of the state activities or athletic association.</th>
<th>Yes ____ No ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. All sports seasons meet state activities association regulations.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>C. Appropriate practice schedules are established for all sports.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>D. Appropriate competitive schedules are established for all sports.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>E. Appropriate facility schedules are established for all sports.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>F. Seasons are in harmony with coaches' and administrators' desires.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>G. The sports seasons are in harmony with community resources and desires.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>H. The established sports seasons permit the participant maximum conditioning and development (i.e., adequate practice time is permitted before the competitive season begins and there is adequate time between contests for improvement of performance).</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>I. Sports seasons are established to take advantage of best weather situations.</td>
<td>Yes ____ No ____</td>
</tr>
</tbody>
</table>

#### II. Number of Games

<table>
<thead>
<tr>
<th>A. The number of contests established is consistent with state association regulations.</th>
<th>Yes ____ No ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The number of contests permitted is consistent with sound educational philosophy.</td>
<td>Yes ____ No ____</td>
</tr>
</tbody>
</table>
| C. The number of contests is consistent with:
  1. financial capabilities of the school | Yes ____ No ____ |
  2. the community | Yes ____ No ____ |
| D. The number of contests permitted is consistent with good physical, mental, and emotional health practices. | Yes ____ No ____ |
| E. The number of contests is established by school authorities, not by outside interests. | Yes ____ No ____ |

#### III. Relationship to Physical Education

<table>
<thead>
<tr>
<th>A. Athletics are an integral part and an outgrowth of the physical education program.</th>
<th>Yes ____ No ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The competitive program does not displace the instructional physical education program.</td>
<td>Yes ____ No ____</td>
</tr>
<tr>
<td>C. Facilities and equipment are appropriately scheduled for physical education and athletics.</td>
<td>Yes ____ No ____</td>
</tr>
</tbody>
</table>
D. An adequate intramural program is maintained for students whose skills and needs are not met by the interscholastic program.  

IV. Relationship to other extracurricular activities.
   A. The sports program is flexible and scheduled to permit students to participate in both sports and other extracurricular activities (i.e., band, debate, etc.).  

B. Emphasis of the extracurricular program is placed on the development of a well-rounded student experience.  

C. Sponsors of various extracurricular activities respect the students' desires and welfare during the students' participation in the activity.  

V. Competitive schedules
   A. Competitive schedules are developed on the basis of fair competition (e.g., school size is considered).  

B. Competition at the state level is based on equitable school enrollment.  

C. Coaches participate in the development of their schedules.  

D. Provisions are made to avoid the overlapping of seasonal schedules.  

E. The community is kept informed of the competitive schedules.  

F. Proper balance is maintained in scheduling home and away contests.  

G. Out of season sports activities, where permitted, are agreed upon by coaches and administrators.  

VI. Staff relationships — total and individual sports
   A. The entire athletic staff has an interest and appreciation for each member's program.  

   B. The department has regularly scheduled meetings to develop policy and resolve problems.  

   C. The athletic department is governed by a written policy.  

   D. Head coaches of each sport have a written policy governing the procedures for their sports.  

   E. Head coaches prepare daily practice schedules and brief assistant coaches concerning the schedule.  

   F. Ethical and professional behavior are practiced by all coaches in the department.  
G. To maintain good staff relationships there is an equitable salary scale for all staff members.
   Yes ______ No _____

H. Head coaches have an opportunity to participate in the selection and retention of personnel for their particular sport.
   Yes ______ No _____

I. Excellence in coaching is recognized by the administration and is based on criteria other than winning and in the form of a yearly written evaluation.
   Yes ______ No _____

J. A written evaluation of assistant coaches is provided for the athletic director by each head coach.
   Yes ______ No _____

K. Coaches and administrators are consulted by state and local agencies controlling athletic activities.
   Yes ______ No _____
STAFF RELATIONSHIPS SUMMARY

STRENGTHS

WEAKNESSES

RECOMMENDATIONS
CHAPTER 10.
RELATIONSHIP OF THE ATHLETIC PROGRAM
TO THE COMMUNITY

I. Community
   A. The program meets the needs of the community in the following areas:
      1. ethnic
         Yes ____ No ____
      2. religious
         Yes ____ No ____
      3. financial
         Yes ____ No ____
      4. interest
         Yes ____ No ____
   B. The community supports all phases of the athletic program.
      Yes ____ No ____

II. Coordination and cooperation with community programs and facilities
   A. School facilities are made available for community activities.
      Yes ____ No ____
   B. Community facilities are made available for school activities.
      Yes ____ No ____
   C. Athletic schedules do not conflict with community activities, such as religious services.
      Yes ____ No ____
   D. Community groups are given advance notice of all athletic schedules.
      Yes ____ No ____
   E. Community leaders make an effort to inform school officials of the community programs and activities.
      Yes ____ No ____

III. Communication with community
   A. Coaches have regularly scheduled meetings with parents to inform them of the desired goals of the athletic programs, etc.
      Yes ____ No ____
   B. Efforts are made through news media to inform the community of the goals of the athletic programs.
      Yes ____ No ____
   C. School officials maintain constant contact with interested groups such as booster clubs and civic groups so that club activities are in accord with the goals of the athletic program.
      Yes ____ No ____
   D. Members of the community, and especially parents, are informed in writing of school athletic policies (i.e., trip arrangements, insurance program, code of conduct).
      Yes ____ No ____
   E. The community is informed and consulted before major changes are made in the athletic program.
      Yes ____ No ____
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