

Effective Assessment Strategies for Education- Based Athletics

Mike Krulfeld, CAA
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WHEN YOU GIVE TO THE WORLD,
LIFE WILL GIVE BACK TO YOU





VS





COACHES EVALUATION: AN ONGOING PROCESS FROM HIRING TO END OF SEASON

MIKE KRULFELD DSA YORKTOWN HIGH SCHOOL

COACH SELECTION

COACHES MEETING

END OF SEASON

COACH SELECTION



- **Interview Process**
 - Formal vs. Perfunctory
- **Interview Questions**
 - Creates a picture of the vision of the athletic department, school and athletic administrator

The process of coaching and evaluating coaches begins during the interview process and continues until the coach is no longer on staff.

INTERVIEW PROCESS

- **Consistent and Formal Process**

- Indicates to candidates importance of coaching as a profession
- Helps avoid legal pitfalls with interview process

- **Selection of Questions**

- Indicates to candidates what is important to the school/hiring team
- Core questions in all interviews – those with panels and those with one applicant
 - ✓ Athlete mental health
 - ✓ Substance use
 - ✓ Communication
 - ✓ Judgment
 - ✓ Ability to teach skills



REALITIES OF COACH SELECTION

- **Only One Candidate**

- Value in adhering to the process from requiring submission of resume to interview to selection
- Perhaps interview allows more time for a two-way interview where not only does candidate pick up on what is important from interview questions but also is able to engage in a lot of back and forth with the interview(ers)
- Trust your instincts – sometimes better to take a respected coach in the building and multipurpose them for a year or a trusted teacher and have them oversee the team until a more suitable candidate comes along

- **Parent and Player Input**

- Current players or parents on interview panel vs. former player/parent
- Community forums for insight into wishes for next coach

- **Hiring Assistants**

- Varsity coach interviews and then formality that athletic administrator brings them on
- All candidates interview with athletic administrator and undergo same process as head coaches
 - Pre-discussion with varsity coach or joint interview with varsity coach and athletic administrator

COACHES MEETING

MAKING THE COACHES MEETING MEANINGFUL

- PROFESSIONAL DEVELOPMENT
- REFLECTION ON WHY WE COACH
- COLLABORATING ABOUT OUTCOMES

SHIFTING THE CULTURE OF COACHES MEETINGS: PROFESSIONAL DEVELOPMENT AND REFLECTION



Pair and Share Activity

Ten years from now, what do you want your athletes to remember about their experience on your team and specifically about you as their coach?

PROFESSIONAL DEVELOPMENT

Aim to spend half the meeting on professional development

- Pair and Share
- Small Group Discussions
 - Predetermine groups – stack each group with coach who will keep discussion on topic
 - Mix up coaches by sport and experience
- Share out in Larger Group
 - Call on people if needed
 - Allows AD to include their vision with regard to scenarios by highlighting elements which are important in their view

EXAMPLE SCENARIOS

What is one strategy you can implement this year in your coaching or on your team to reduce the perception of stress for your athletes? Specifically think of those things which you have control over and might create unintended stress on your athletes. For example, eliminating team communication on weekends or conscience effort to communicate role on the team when there are changes in playing time or not adding time outside scheduled practice hours (these are just examples, please consider your own team and coaching style)

EXAMPLE SCENARIOS



One of your players is in the band and has a mandatory concert the night of your final regular season game. The outcome of this game will decide if you get a bye in the playoffs (top seed).

This player has recently moved into the starting line up on your team but is also the first chair tuba in the band.

The player comes to you for advice on what to do. How would you help the player with this dilemma?

COLLABORATING ABOUT OUTCOMES

Review Evaluation Process

- Build off scenario discussion about vision for the athletic program
- Share Evaluation Process
 - Allow input on areas which are conducive to such
 - Depends on if autonomy is at school level vs. district level
 - Coach input on questions asked in self-reflections or end of season student surveys
- Provide Resources
 - Mentor coaches
 - AD meeting times

Ongoing Evaluation During the Season:

Different Approaches for Different Coaches?

- **First-Year Varsity Coaches**

- Pair with Trusted Experienced Coach (mentorship)
- Mid-season formal check-in
- Dedicate ongoing time from Athletic Administrative Dept for These Coaches
 - Time put in upfront and during season will pay dividends in future (relationship, trust, guidance)

- **First-Year Non-Varsity Coaches and Assistant**

- Ensure support from varsity coach and fill in when needed
- AD/DSA observations about asst coaches which require improvement
 - Work through varsity/head coach – brainstorm how to address it
 - Address directly

- **Experienced Coaches**

- Ongoing check-ins
- Coaches meeting professional development
- Asking them about challenges/successes during practice walkthroughs/pre-games (during JV game for V coaches, etc.) - informal conversations can quickly lead to coaching coaches moments



END-OF- SEASON COACH EVALUATIONS

COACHING EVALUATIONS

Traditional
Self-Evaluation
Player Surveys

TRADITIONAL

- ❖ Often school-system dictated
- ❖ Often modeled off teacher evaluations
- ❖ Doesn't always correlate to coaching since typically designed for teachers
 - ❖ High level topics relevant
 - ❖ Athletic administrator can adapt feedback into performance standards to make it more beneficial for coach

1: Performance Standard 1: Leadership The Coach fosters the success of all stakeholders by facilitating the development, communication, implementation, and evaluation of a shared vision that leads to program effectiveness

Specific Evidence/Comments:

2: Performance Standard 2: Climate The Coach effectively promotes the success of all stakeholders by consistently advocating for and sustaining a rigorous, positive, and safe climate.

Specific Evidence/Comments:

COACH SELF-EVALUATION

- Athletic administrator selects open-ended questions highlighting the vision of the athletic program as it relates to expectations for coaches
- Built on reflection by the coach which allows coach to drive some of the post-season conversation
- Written responses by the coach or discussion only which can then be documented by the athletic administrator
- Requires athletic administrator to facilitate discussion in manner which allows for highlighting areas of concern and strength which the coach might not self-identify
- Distribute during coaches meeting preseason, mid-season and prior to end-of-season evaluation meeting

COACH SELF-EVALUATION

What team accomplishments are you most proud of?

What situations or interactions this season do you feel you did not handle as well as you wish? What would you do differently next time when faced with a similar situation?

Specifically, what did you do as a coach this season to make participation on your team fun for your players?

Recognizing that there is more to athletics than winning, how well were you able to use the venue of athletics to help your athletes develop important life skills such as self-esteem, impulse control and self-discipline?

PLAYER EVALUATION SURVEY

- Someone other than coach administers
- Ten minutes
- Students take it seriously if person administering indicates how impactful detailed answers are for coach reflection
- Aggregate data in Google Excel Spreadsheet straight from Google Forms and share with coach after reviewing
- (Optional) Provide average response rates for entire school as comparison tool
- Consider allowing stakeholders, including coaches, to take part in developing the survey questions

PLAYER EVALUATION SURVEY

BENEFITS

1. Players and parents value opportunity to provide feedback
2. Can help avoid mid-season disruptions if athletic administrator can point to opportunity for student feedback at the end of the season
3. Helps support coach with feedback from full team as opposed to one or two concerned, and possibly vocal, families
4. Allows athletic administrator insight into areas of concern/strength which might not be obvious at first glance
5. Provides hard data for discussions on areas in need of improvement
6. Provides athletic administrator with program wide data

SAMPLE QUESTIONS FOR PLAYER SURVEY



1. My overall experience as part of this team was positive
2. The coaching staff challenged and helped me to grow and develop my physical skills.
3. I was comfortable approaching my head coach to discuss issues with them
4. I was comfortable approaching another coach in the program, other than my head coach, to discuss issues with him/her/them.
5. The coaching staff challenged and helped me to grow and develop from a mental or social-emotional perspective.
6. I feel valued as a member of the team by my head coach.
7. My head coach was a positive role model and set a good example in conduct, language, ethical behavior and sportsmanship
8. Aspects of this team that could be improved to create a better experience for the athletes are

My overall experience as a part of this team was a positive one.	My head coach had adequate knowledge of the rules, skills and strategies necessary for our team to be competitive.	The coaching staff challenged and helped me to grow and develop my physical skills.	The coaching staff challenged and helped me to grow and develop from a mental or social-emotional perspective.	I understood my head coach's expectations and felt they were reasonable.	I was comfortable approaching my head coach to discuss issues with him/her/the m.	I was comfortable approaching another coach in the program, other than my head coach, to discuss issues with him/her/the m.	My head coach set and communicated appropriate standards and held all athletes to these same standards.	My head coach established a culture for learning and working together in an effort to achieve the team goals.	My head coach was a positive role model and set a good example in conduct, language, ethical behavior, and sportsmanship.	I feel valued as a member of the team by my head coach.	My head coach made every athlete feel valued as a member of the team.	I feel valued as a member of the team by other members of the coaching staff.
1.45	1.45	1.54	1.65	1.51	1.53	1.46	1.56	1.52	1.50	1.50	1.58	1.38

1 is Strongly Agree and 4 is Strongly Disagree

ATHLETIC ADMINISTRATOR SURVEY BY COACHES



- Models value of constituent surveys
- Provide coaches an anonymous voice
- Principal can send out to head varsity, JV and FR coaches or all coaches
- Questions can mirror coach questions in many areas
- Mr. Krulfeld challenges me in a constructive manor to continually improve as a coach.
- I feel comfortable reaching out to Mr. Krulfeld with questions or concerns
- Mr. Krulfeld is fair in his treatment of all coaches and sports teams.
- The players on my team feel supported by Mr. Krulfeld
- Mr. Krulfeld provides applicable suggestions, advice and feedback on interactions with parents.

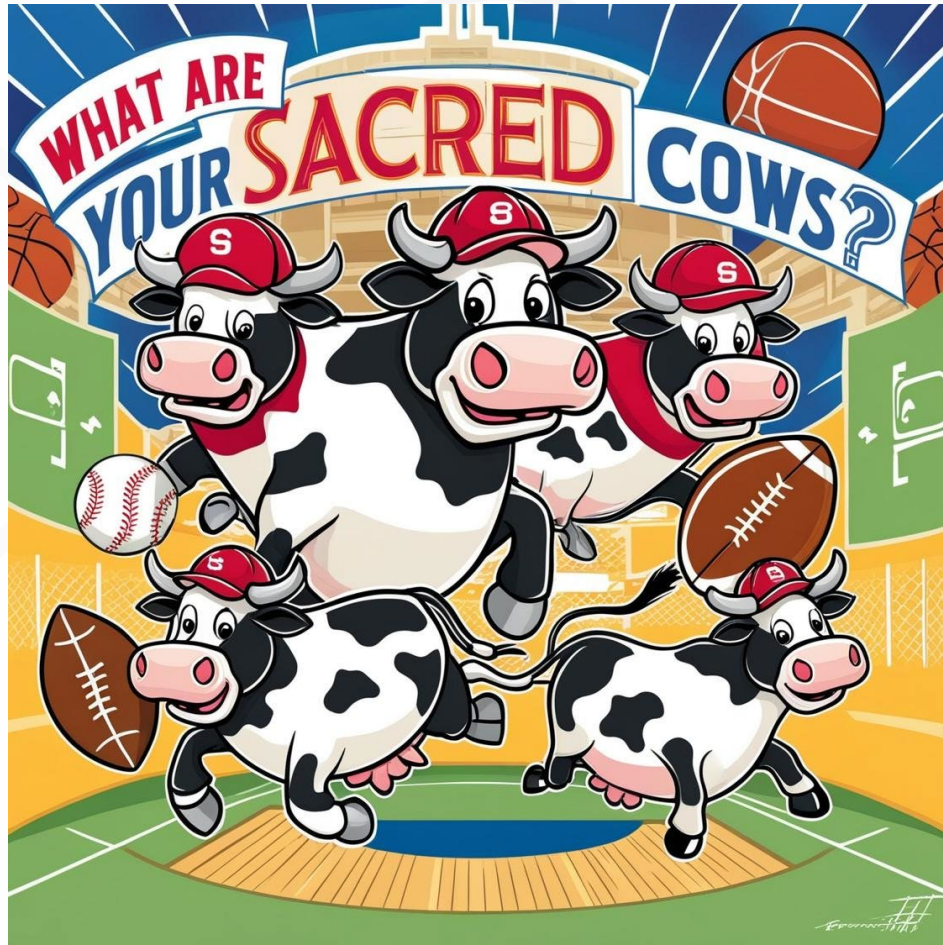
COACHING EVALUATIONS

A Different Way of Thinking

Troy Urdahl, St. Anthony Village HS



“The organizations we lead may grow attached to old systems, familiar routines, or even a sense of identity tied to past success. But as circumstances evolve, there may come a time when sacred cows must be abandoned in order to adapt, innovate, and survive. All leaders must ask themselves: Am I willing to sacrifice today’s comfort for tomorrow’s success?”





A NEW AND INNOVATIVE COACHING COACHING EVALUATION SYSTEM



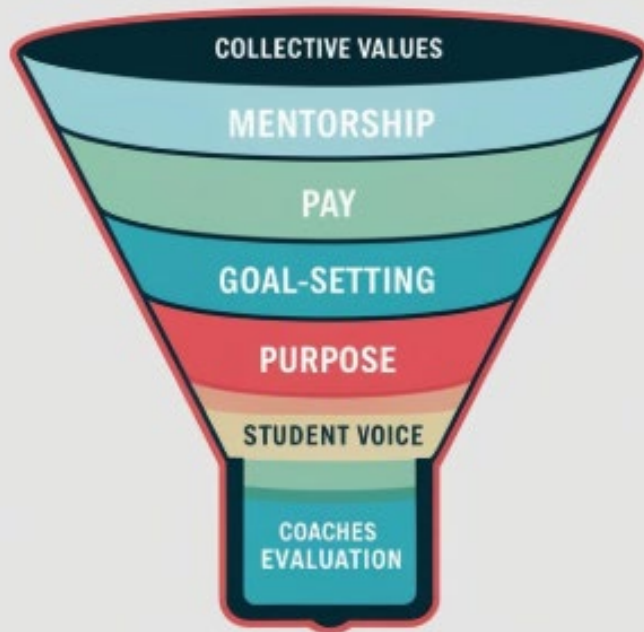
		Description	Artifacts / Notes
I. PHILOSOPHY	A. Purpose & Goals	The coach's purpose statement: i. Is thoughtful and articulate. ii. Reflects the values of the coach, activities department, and ISD 282. iii. Is clearly communicated with athletes, assistant coaches, parents, and other appropriate stakeholders. iv. Evidence exists of "purpose in action." v. Coach completes purpose and goals review(s) with athletic director before and after the season.	
	B. Perspective	Supports all activities and athletics in the school: i. Is cooperative in sharing facilities. ii. Supports multiple-sport participation. iii. Understands participants are students first and athletes second.	
	C. 3D Pyramid	i. Understands the importance of fundamentals to the game. ii. Appropriately approaches the psychological aspect of sport. iii. Connects with the hearts of athletes.	
	D. In/Out Coaching	Has a clear understanding and is able to articulate: i. Why s/he coaches. ii. Why s/he coaches the way s/he does. iii. How it feels to be coached by her / him. iv. How s/he defines success.	
II. STUDENT EXPERIENCE	Description		Artifacts / Notes
	A. Participation	i. Students remain engaged in the sport. ii. Athlete retention rates on varsity remain healthy throughout the season. iii. Athlete retention rates trend toward healthy program wide.	
	B. Team Functions	i. Purposefully creates opportunities for time together or builds special traditions as a team away from practice / competition. ii. Team celebration and programs are appropriately designed each year to honor athletes and thank parents (e.g. parent night, senior night, team banquet, alumni event, program potluck, etc.). (A minimum of two per year.)	
	C. Student Environment	i. Creates a positive environment of inclusion. ii. Atmosphere is motivating and encouraging. iii. Fosters appropriate enjoyable experiences in and out of the sport.	
D. Student Feedback	i. Coaches create mechanisms and opportunities to openly accept student feedback. ii. Athletes report positive experiences related to their participation. iii. Student feedback from senior exit meetings is positive.		
III. PROMOTING GROWTH	Description		Artifacts / Notes
	A. Professional Development	i. Completes required training requirements in a timely fashion (e.g. rules meetings, MSHSL CERs, Concussion Management, Blood Borne Pathogens, etc.). ii. Attends clinics, conferences, workshops, and other opportunities to develop professional knowledge. iii. Is a member of coaches' association (MSHISCA). iv. Attends athletics and activities department meetings. v. Shows active involvement in department initiatives to promote professional growth (e.g. book clubs).	
B. Promoting Student Growth	i. Team successfully completes meaningful community service project(s). ii. The coach and team complete each character education lesson in a timely manner. iii. Embraces the role of educator by taking time to teach life lessons or teachable moments at appropriate times. iv. Promotes and affirms whole-person perspective, understanding "student" first and "athlete" is second. v. Appropriate sportsmanship and fair play is demonstrated consistently throughout the program.		
IV. Communication	Description		Artifacts/ Notes
	A. Delivery of Message	i. Uses professional language, tact, and style when communicating with parents, officials, staff, and the community. ii. Uses appropriate language and styles of communication with team members.	
B. Communication Practices	i. Multiple and varied modes of communication are used with families and athletes. Responsible for maintaining team web page. ii. Maintains webpage with important current and accurate information. iii. Publicize communication expectations with all program stakeholders. iv. Demonstrates willingness to communicate team policies. v. Athletes and families know where to go to receive needed information; access to team information is clear and accessible. vi. Communicates appropriate information with the district staff (teachers, other coaches, buildings and grounds, Community Services, etc.) in a professional manner. vii. Provides pertinent information and updates to the activities office in a timely manner.		





*There has
to be
a Better
way.*



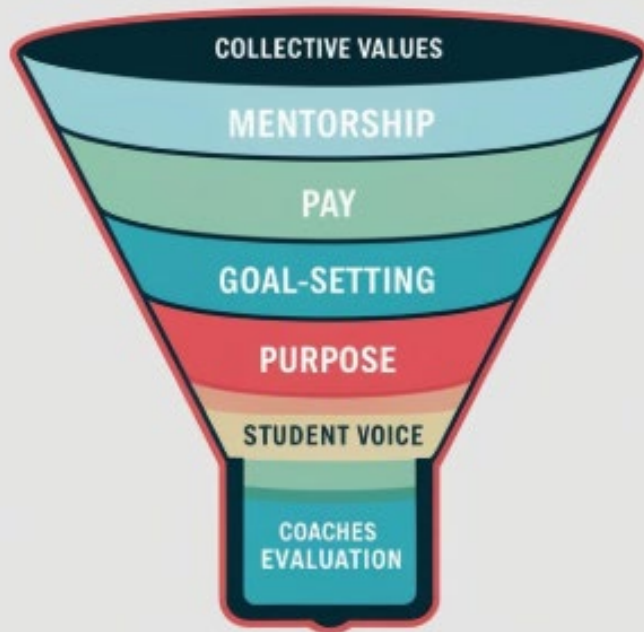


COACHES EVALUATION

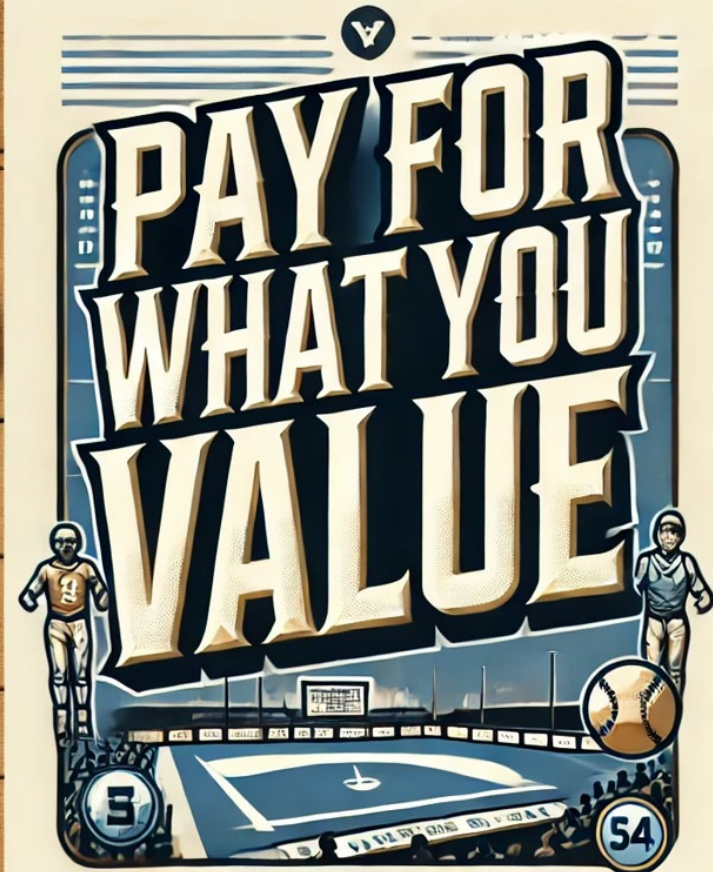


Coach and Advisor Standard Work

- Purpose:** Coaches from his / her purpose. Can recite purpose, athletes know the coach's purpose, and purpose statement is widely communicated
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- Expert Coaching:** Coaches in all areas – fundamentals, psychology, and relationships..
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COACHES EVALUATION



— COACHING EVALUATIONS —





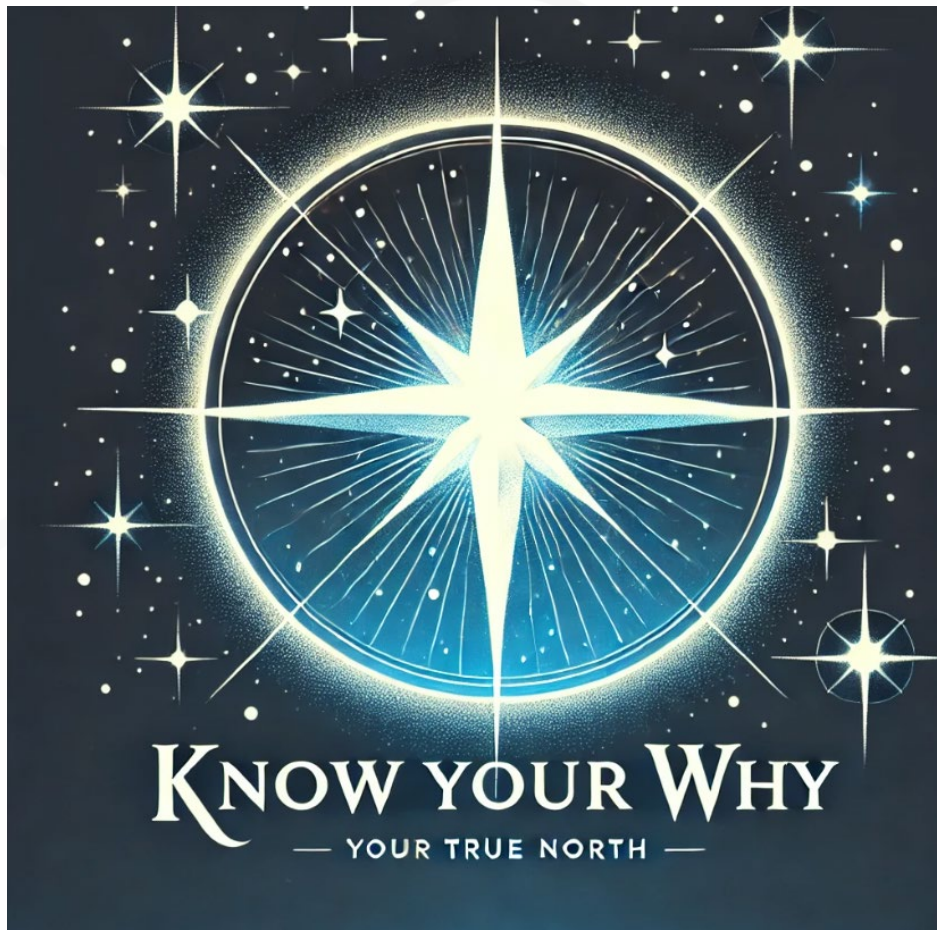
	Points Earned			
Category	1	2	3	4
Paid Staff	1-2	3	4	5+
Roster size	1-20	21-35	36-50	51+
# of Levels	X	1	co-ed / co-op	3+
# of Weeks	11	12-13	14-15	16+
# of Contests	9-11	12-14	15-17	18+
Longevity	5-9 years	10-14 years	15-19 years	20+ years
	1	1	1	0.5 / 1
Responsibility	Uniforms and Equipment	Event Staffing	Facility set-up / tear-down	Safety
Visibility & Communication (1 point per)	Parent group and fundraising	Feeder Program	Summer Waiver	Summer Waiver competitions
Professional Learning (up to 3 pts)	Partial Meets	Fully Meets	Goals meetings	Van driver training (0.5)
Training and Service Requirements (up to 4 pts)	District only	District and MSHSL or other required	Staff Member	Service project (0.5)
	0.5	1	1.5	2
Postseason competition - # of Weeks	1	2	3	4



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Professional Learning (up to 3 pts)	Partial Meets	Fully Meets	Goals meetings	Van driver training (0.5)
Training and Service Requirements (up to 4 pts)	District only	District and MSHSL or other required	Staff Member	Service project (0.5)



WHERE IT ALL BEGINS





High Expectations
+ High Support
= Expert Coaching

TO CAPTURE THE



of all Participants

1. Mentor Meeting

- Identification of coaching “why”
- Help coaches build goals for the year
- How to collect data on “purpose goals”
- Providing support for coaches in management & leadership

2. AD Pre-Season

- Revisit coach’s purpose statement
- Identify and discuss purpose and performance goals
- Discussion of standard work, service project, & lessons for life

3. Mid-Season Check-in

- Support of coach’s goals and purpose
- Support of character initiatives
- Promotion of service work

4. Post-Season Evaluation

- Student Exit Interview feedback
- Closing mentor – mentee meeting to review data, discuss goals, and identify any needed changes
- Post-season meeting with AD

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Head Coach Preseason Meeting

Coach Sue Pawlyshyn

Date August 15, 2024

Please take a moment to reflect on your coaching style and answer the following:

What is your "WHY" or coaching purpose?

What three goals do you have to support your purpose this year?

1.

2.

3.

What performance goals do you have for the upcoming season?

1.

2.

3.

What changes do you plan to implement this year?

1.

2.

3.

What data/evidence could help determine the outcome of the goals mentioned above?



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Head Coach Preseason Meeting

turdahl@isd282.org [Switch account](#)



* Indicates required question

Email *


Your email

Coach first and last name

Your answer

Today's date *

Date

mm/dd/yyyy 

Have you completed your online rules meeting? *



Head Coach Goal Summary Document

Coach/Advisor Sam Mann

Date 9.3.24

Coach/Advisor's "WHY" or transformational coaching purpose?

I strive to use my platform to inspire, motivate and produce positive changes in the lives of my students-athletes on and off the field

Three goals for you to support your purpose this year?

1. Nutrition: Student-athletes will be aware of and make more healthy eating habits / choices.

2. Self reflection: Reflecting on my choices and action to better help meet the needs of my student athletes

3. Teach and reinforce the important life skills of discipline, empathy, and accountability. empathy during learning moments

The measurement for each purpose-based goal:

1. At end of year, Coach Mann will survey student-athletes on nutritional habits

2. Will keep a journal tracking post practice and game reflection on how to best meet the needs of student-athletes.

3. Practice attendance and punctuality, accountability for unteamlke game behaviors, and specifically calling out moments of empathy when they happen or needed to.

Three performance goals for your program this year

1. Academic Goal: 2.5-3.0 team GPA

2. Attendance Goal: Good school attendance practice attendance (under five instances per player)

3. Player development: Developing our players the right way on and off the field will have greater success in terms of performance on match day. Growth from beginning to end of year, as a team and as individuals.

- Professional development - all*
- Professional development - partial*
- Individual and department goals (inc. weekly lessons)*
- Van driver training*
- District required trainings*
- District and MSHSL or other required trainings*
- Service project*



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Goals | Purpose Check-in

1 message

Troy Urdahl <turdahl@isd282.org>

Thu, Sep 26, 2024 at 1:10 PM

To: Sam Mann <smann@isd282.org>

Cc: Kari Bodurtha <kbodurtha@isd282.org>

Hi Sam,

Time flies ... hard to believe we are creeping up on October. I wanted to send a quick note here to check in on your goals for this year.

I have the goals you identified to support your purpose as:

1. Nutrition: Student-athletes will be aware of and make more healthy eating habits / choices.
2. Self-reflection: Reflecting on my choices and actions to better help meet the needs of my student-athletes
3. Teach and reinforce the important life skills of discipline, empathy, and accountability.
empathy during learning moments

How is it going for you in these areas? Do you feel you are reaching your goals? Is there anything I can do to help you in any of these areas?

Thanks!

-Troy

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2024-25 Head Coach Postseason Mentor Meeting Form

turdahl@isd282.org [Switch account](#)



 Not shared

* Indicates required question

Purpose Driven Work

Purpose statement, season goals, and evidence.

Head Coach's Transformational Purpose Statement *

Your answer

List your FIRST purpose goal for the season

Your answer

Write a summary statement of the evidence collected for goal one



Student-Athlete Exit Interview

Did you have fun?

Did you get better at something you enjoy doing?

Do you feel your participation made you a better person, not just a better athlete performer?

Can you tell me about your best experiences in [sport name]?

Can you tell me about your worst experiences in [sport name]?

If you were the coach, what would you do to improve the program?

How did it feel to be coached by Coach [Name]?

What did you think of this year's lessons for life?

Is there anything else you would like to tell me?



Coaching Continuum

Place your coach on this continuum?



Transactional

**Monitor Young
People**

- All about the coach
- Excessive pride and arrogance
- Winning is the purpose
- Worth comes from athletes performance
- Egotistical
- Bully

Transformational

**Mentor Young
People**

- About the human development of the student
- Winning is an outcome not a purpose
- A great teacher
- Foster growth and potential
- Worth not tied to athletes performance
- Ally



2024-2025

SAVHS Head Coach Evaluation

I. COACH'S TRANSFORMATIONAL PURPOSE STATEMENT

II. PURPOSE GOALS APPRAISAL

GOAL 1:
+ evidence

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

GOAL 2:
+ evidence

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

GOAL 3:
+ evidence

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

III. STUDENT EXIT INTERVIEW SUMMARY

IV. FEEDBACK AND SUPPORT GIVEN TO ASSISTANT COACHES



V. COMMUNITY SERVICE PROJECT COMPLETED

VI. MANAGEMENT AND LEADERSHIP OF STANDARD WORK

VII. SELF-ASSESSMENT OF WEEKLY LESSONS

VIII. ACTION GOALS FOR NEXT SEASON

IX. WAYS IN WHICH THE ACTIVITIES DEPARTMENT CAN HELP AND SUPPORT YOU AS YOU CONTINUE TO LEARN AND GROW AS A COACH

X. RECORD KEEPING

Year	Won / Loss	Conf. Record	Conf. Place	Playoff Finish	State Qualifiers
2024-25					

Head Coach Signature

Date

Activities Director Signature

Date



2024-2025

SAVHS Head Coach Evaluation

I. SAM MANN'S TRANSFORMATIONAL PURPOSE STATEMENT

I strive to use my platform to inspire, motivate, and produce positive changes in the lives of my student-athletes on, and off of the field.

II. PURPOSE GOALS APPRAISAL

GOAL 1: Nutrition, increase awareness of healthy eating habits and choices.

Evidence: Results came from coaching recommendations and repeated conversations on the importance of nutritional choices. After the season ended, the captains approached Coach Mann and let him know they saw changes in this area. As a result, the team felt like they were more fit and were in better condition. The team demonstrated healthy eating habits and the captains helped hold the team accountable.

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

GOAL 2: Self-reflection: Reflecting on my choices and actions to better help meet the needs of my student-athletes.

Evidence: Coach Mann approaches everything as a way to learn from mistakes and grow. He did a better job this year to use a lens of understanding to inform coaching decisions and actions. Coach Mann holds his athletes to high expectations, this year his goal was to reflect to allow him to coach a very young team with higher levels of support. It is important to know how a coach's actions can impact his bench. Coach Mann used a journal to track his thoughts, ideas, and practice in these areas.

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

GOAL 3: Teach and reinforce the important life skills of discipline, empathy and accountability.

Evidence: Captains were given guidance and freedom to lead and model discipline, empathy, and accountability. This was an area that showed great growth among a very young team with the captains and the team. The team is given encouragement and opportunities to practice accountability, especially during games. Coach Mann built specific mechanisms for the team to exercise accountability. This included responsibility for timeliness, having and wearing the right gear, the expectations of training levels, and team behaviors. This year the captains showed tremendous growth in this area

among the team promoting high standards - and holding the team to a high level of accountability. The coaches and captains were expected to, and followed through on, modeling high standards for the program.

MEETS PARTIALLY MEETS DID NOT MEET goals (circle one)

III. STUDENT EXIT INTERVIEW SUMMARY

The boys' soccer team's best experiences centered on unity, resilience, and shared achievements. Memorable games and state-level competitions have left a lasting impact. Challenging experiences mostly involved tough losses, particularly those that affected team morale. Suggested program improvements included more film sessions, weight training, and community involvement to strengthen the team's profile. Coach Mann was widely respected for his welcoming and inspiring approach, motivating athletes through his professional background and personal focus. Life lessons taught this year were valued, especially by younger players, for their practicality and inspiration beyond soccer.

IV. FEEDBACK AND SUPPORT GIVEN TO ASSISTANT COACHES

Coach Mann has a preseason meeting which sets expectations for coaches. This includes coaching and behavioral expectations. Coach Mann then has group and one-on-one conversations with coaches both during the season and after the season to discuss areas for growth and improvement. No matter the coach and no matter the experience, the focus is growth and process over outcomes - and ultimately teaching life lessons. Sam met with each coach at each level.

Note from TU: Sam pulls the absolute best out of his assistants!

V. COMMUNITY SERVICE PROJECT COMPLETED

Feed My Starving Children, Oct. 3.

VI. MANAGEMENT AND LEADERSHIP OF STANDARD WORK

Continued work with parents, timely communication, and staying on top of emails.

VII. SELF-ASSESSMENT OF WEEKLY LESSONS

I used the lessons from the book with the team and lessons from my own life with the team - including growing up in civil wars, not having food, and fearing for your life (perspective, don't complain, and be grateful!). Lessons are logged on the fall character ed spreadsheet. Lessons this fall went well.





VIII. ACTION GOALS FOR NEXT SEASON

Goals for next season will be identified at Coach Mann's 2025 preseason meeting.

IX. WAYS IN WHICH THE ACTIVITIES DEPARTMENT CAN HELP AND SUPPORT YOU AS YOU CONTINUE TO LEARN AND GROW AS A COACH

Ideas for fundraising.

X. RECORD KEEPING

Year	Won / Loss	Conf. Record	Conf. Place	Playoff Finish	State Qualifiers
2024-25	8-5-3	4-3	5	Lost in semifinals	N/A

SamMann

Head Coach Signature

12/5/2024

Date

Activities Director Signature

Date

A NEW WAY TO THINK ABOUT COACHING EVALUATIONS



RESOURCES



ANY QUESTIONS?

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