

DRAFT Rubric Revised for Athletic Directors

by Kim Marshall* – Revised January 26, 2010

Revised by KSH Athletic Department January 26, 2011

Revised and Confirmed as Draft by KS AD Affinity Group on 2/10/11 to be used in SY 2011-2012

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering aspects of an Athletic Director's job performance: (these domain titles will be renamed and reorganized at future AD work sessions)

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Supervision and Professional Development
- D. Discipline and Parent Involvement
- E. Management and External Relations
- F. Miscellaneous (needs to be integrated into other areas in the future)

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Does Not Meet Standards

1. The rubrics are designed to give Athletic Directors an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. They are not checklists. To knowledgeably fill out the rubrics, an Athletic Director's supervisor needs to have been at athletic program events frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.
2. The *Effective* level describes solid, expected professional performance; any Athletic Director should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies; it's not a "gentleman's C" and principals should be uncomfortable with scores at this level. And performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be changed immediately.
3. To score, read across the four levels of performance for each criterion, find the level that best describes the Athletic Director's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.
4. Evaluation conferences are greatly enhanced if the supervisor and Athletic Director fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an Athletic Director's complex world. Similarly, Athletic Directors should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to an Athletic Director's leadership. How student results factor into the Athletic Director's evaluation is for each district or governing board to decide.
5. Some supervisors sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help ADs improve. The kindest thing a supervisor can do for an underperforming Athletic Director is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the ADs in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs.

* These rubrics are a much-edited extension of the Principal Leadership Competencies developed in 2004 by New Leaders for New Schools (Kim Marshall was a lead author of the Principal rubric document). Special thanks to Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo for ideas and inspiration.

A. Diagnosis and Planning

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Team	Recruits a strong leadership team (i.e., staff, coaches) and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Is a Lone Ranger working with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the athletic program's strengths and weaknesses.	Carefully assesses the athletic program's strengths and areas for development.	Makes a quick assessment of the athletic program's strengths and weaknesses.	Is unable to gather much information on the athletic program's strong and weak points.
c. Mission	Writes a succinct, inspiring, results-oriented mission statement that wins staff and student athlete buy-in.	Writes a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
d. Theory	Wins staff ownership for a robust, research-based theory of action for improving performance.	Researches and writes a convincing theory of action for improving performance.	Accepts colleagues' current notions of how student performance is improved.	Says that hard work improves performance – but secretly doubts that progress can be made.
e. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented plan with annual goals.	Gets input and writes a comprehensive, measurable plan for the current year.	Writes a cumbersome, non-accountable plan.	Recycles the previous year's cumbersome, non-accountable plan.
f. Target Goals -	Gets strong staff commitment on a bold, ambitious long term athletic program target.	Builds staff support for a long term athletic program target.	Expresses confidence that the athletic program will improve each year through hard work.	Takes one year at a time, urging staff to improve their athletic program.
g. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders (e.g. PE/Health Dept, parents, alumni) for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
h. Influence	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
i. Modify	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and modifies the plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

B. Priority Management and Communication

The Athletic
Director:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Skillfully and eloquently communicates goals to all constituencies using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses constructive feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for constructive feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Remembers, prioritizes important information, and almost always follows up.	Is sometimes overwhelmed by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and drops the ball.
e. Expectations	Expectations for management procedures and discipline are kept at the forefront (part of the culture)	Makes sure athletic staff knows what is expected for management procedures and discipline.	Periodically reminds athletic staff of policies on management procedures and discipline.	Is constantly reminding athletic staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	All key groups meet on a regular basis and take responsibility for productive agendas.	Ensures that key groups (e.g., leadership, coaches, program support personnel) meet regularly.	Needs to call key group meetings each month because they are not in people's calendars.	Convenes, leadership, and other groups only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative duties.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue.	Is unproductive and irascible because of fatigue and stress.

C. Supervision and Professional Development

The Athletic Director:	4			
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In staff meetings has members discuss results, learn best strategies, and build trust and respect.	Uses staff meetings to share strategies and become more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly explores best practices.	Reads and shares research and fosters an on-going discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds program proficiency.	Provides conventional staff development workshops to staff members.	Provides occasional workshops, leaving staff mostly on their own in terms of professional development.
d. Support/ Empowerment	Consistently provides an avenue for staff, coaches and athletes to request or discuss their support needs. Encourages coaching teams to work together to address students' behavioral and skills issues/concerns.	Frequently provides an avenue for staff, coaches and athletes to request or discuss support needs. Supports coaching teams to work together to address students' behavioral and skills issues/concerns.	Sometimes supports staff, coaches and athletes with avenues to discuss support needs.	Does not support staff, coaches and athletes with avenues to discuss support needs.
e. Supervision	Visits 3-5 practices/games a week and gives helpful, face-to-face feedback to each coach within 24 hours.	Makes unannounced visits to a few practices/games weekly and gives helpful feedback to coaches.	Tries to attend practices/games but is often distracted by other events and rarely provides feedback.	Only observes coaches in annual or bi-annual formal observation visits.
f. Criticism	Courageously engages in difficult conversations with below-proficient coaches/staff members, helping them improve.	Provides redirection and support to coaches/staff members who are less than proficient	Criticizes struggling coaches/staff members but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to coaches/staff members who are not performing well.
g. Housecleaning	Counsels out or dismisses all ineffective coaches/staff members, scrupulously following HR policy and procedures	Counsels out or dismisses most ineffective coaches/staff members, carefully following HR policy and procedures.	Tries to dismiss one or two ineffective coaches/staff members, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some coaches/staff members are ineffective.
h. Hiring	Recruits, hires, and supports highly effective coaches/staff members who share the school's vision.	Recruits and hires effective coaches/staff members who share the school's mission.	Hires coaches/staff members who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to coaches/staff members vacancies based on candidates who are available.

D. Discipline and Family Involvement

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, school-wide and athletic program student-behavior standards, routines, and consequences.	Sets expectations for student athlete behavior and establishes athletic program routines and consequences; follows school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different teams.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to coaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions and looks for underlying causes.	Deals firmly with student athletes who are disruptive in athletic settings, but doesn't get to the root causes.	Tries to deal with disruptive student athletes but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student and athletic achievement and works to build school spirit.	Praises well-behaved students, performance and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Provides trainings and suggests articles and books on effective team management.	Urges coaches to get better at team management.	Does little to build coaches' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need student athletes.	Identifies struggling student athletes and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled student athletes.	Focuses mainly on discipline and punishment with highly disruptive and troubled student athletes.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school athletic program.	Makes parents feel welcome, listens to their concerns, and tries to get them involved in appropriate ways.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Conferences	Manages productive parent/officials complaints/ incidents in which all parties receive specific suggestions on next steps.	Works to minimize the number of face-to-face parent/official incidents.	Makes sure that incidents are documented correctly and provided to appropriate parties.	Provides little or no monitoring of the parent/official complaints/ incidents.
h. Communication	Regularly communicates athletic program information and gets all coaches to regularly communicate substantive updates.	Periodically communicates athletic program information and asks coaches to have periodic channels of communication of their own.	Suggests that coaches communicate regularly with parents.	Leaves parent contact and communication up to individual coaches.
i. Backstopping	Provides effective safety-net programs for all student athletes with inadequate home support.	Provides safety-net programs for most student athletes whose parents do not provide adequate support.	Provides ad hoc, occasional support for student athletes who are not adequately supported at home.	Does not provide assistance for student athletes with inadequate home support.

E. Management and External Relations

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven strategies (e.g., team teaching) that boost student learning.	Suggests effective strategies (e.g. team teaching) to improve student learning.	Explores macro strategies that might improve performance.	Sticks with the status quo for fear of alienating key stakeholders.
b. Scheduling	Creates an equitable practice/team/ transportation schedule that maximizes learning, collaboration, and smooth transitions.	Creates a schedule that provides practice/game/ transportation times for all athletic teams.	Creates a schedule with some flaws and few opportunities for effective use of resources.	Creates a schedule with inequities, technical flaws, and little time for athletic team events.
c. Movement	Ensures smooth, friendly student entry, dismissal, mealtimes, and transitions, every day.	Supervises orderly student athlete entry, transitions and dismissal in common practice and competition areas.	Intermittently supervises student athlete entry, transitions, and dismissal.	Rarely supervises student athlete entry, transitions, dismissal and common spaces and there are frequent problems.
d. Athletic Staff	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting athletic department area.	Supervises staff to keep the department area, equipment and uniforms clean, attractive, and safe.	Works with staff to keep the department area clean and safe, but there are occasional lapses.	Leaves department cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt program activities.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the athletic program's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance & reporting requirements and creates new opportunities to support the athletic program and student athletes.	Fulfills compliance and reporting responsibilities to KS, the league, and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and league and other external requirements.
i. Collaborating/ Networking	Builds strong relationships with key KS and external personnel; gets them excited about the school and program's mission.	Builds relationships with KS and external stakeholders to foster collaborations.	Is correct and professional with KS and external collaborators but does not enlist their active support.	Neglects relationship-building with KS and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources (e.g. gate receipts) into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.
k. Celebration	Publicly celebrates kindness, effort, and improvement and builds staff/coach pride in their school.	Praises staff/coach, achievement and works to build school spirit.	Sometimes praises staff/coach achievement.	Rarely praises staff/coaches.

F. Miscellaneous (Gap Areas)

(to be integrated into domains at future meetings)

The Athletic Director:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Student Health and Safety (adapted from the Danielson Nursing rubric)	Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Plans for emergency situations have been developed for many situations. Athletes and coaches/staff have learned their responsibilities in case of emergencies.	Assesses student athlete needs and knows the range of student athlete needs in the school. Plans for emergency situations have been developed for many situations.	Assessments of student athlete needs are perfunctory. Plans for emergency situations have been developed for the most frequently occurring situations but not others.	Does not assess student athlete needs, or the assessments result in inaccurate conclusions. Has no contingency plans for emergency situations.
b. Monitors Facilities to Ensure Health and Safety (adapted from Campus Leaders rubric)	Staff and coaches are proactive; they recognize and are involved in and may initiate solutions for improving student health and safety. Creates school-wide awareness to enhance the notion that all members of the learning community share this responsibility.	Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operations staff to enhance the athletic facilities and proactively implements appropriate security measures for students/coaches/staff.	Requests routine repair and maintenance measures to ensure the health and safety of students/coaches/staff, and to enhance the learning environment.	Ignores the facilities and grounds, depending on others to handle. Does not anticipate security or safety issues for students/coaches/staff.
c. Media and Public Relations	Effectively advocates for the athletic program and student athletes, understands attitudes and concerns of stakeholders and skillfully represents the program in a positive way. Prepares coaches and athletes for interactions with the media.	Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public.	Understands the importance of maintaining cooperative relationships between stakeholders and representatives from the media.	Does not effectively manage media and public relations which results in poor image for the athletic department and student athletes.
d. Events Manager	Expertly and efficiently organizes event(s) details utilizing staff suitably to ensure smooth delivery for all stakeholders involved.	Provides leadership and general direction to the event staff. Plans event(s) including facilities set-up, operational planning involving the host facility and all visitors.	Details of event(s) are not organized in a timely manner. Staff members may not know their role for the event(s).	Aware of need to organize details and identifies basic resources needed to manage the event(s). Errors in details take place that results in frustration, miscommunication and an uncoordinated event(s).
e. Sports Coordinator	Efficiently develops schedules, rules, clinics and proactively communicates with sport stakeholders. Always available at post-season tournaments and serves on the tournament committee.	Develops league schedules, clinics and tournaments and updates sports rules annually. Has pre- and post-season meetings with coaches and officials.	Maintains current league standing and submits final standing	Provides basic scheduling and sports rules annually with few errors.
f. Conflict Management and Resolution (adapted from CEI rubric)	Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Resolves conflicts to ensure the best interest of student athletes and/or the work unit.	Resolves work unit or program-based problems/conflicts in a fair, democratic way. Provides opportunities for stakeholders to express opinions contrary to those of authority or in relation to potentially discordant issues. Discusses with stakeholders and implements solutions to address potentially discordant issues.	Creates and utilizes existing processes to resolve problems and/or areas of conflict within the work unit or program	Demonstrates awareness of potential problems and/or areas of conflict within the work unit or program.

Evaluation Summary Page

Athletic Director's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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B. Priority Management and Communication:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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C. Supervision and Professional Development:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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D. Discipline and Family Involvement:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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E. Management and External Relations:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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F. Miscellaneous:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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OVERALL RATING:

Highly Effective	Effective Improvement	Necessary	Does Not Meet Standards
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OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ATHLETIC DIRECTOR:

Supervisor's signature: _____ Date: _____

Athletic Director's signature: _____ Date: _____

(The Athletic Director's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)