High School Athletic Director Performance Standards, Performance Criteria, and Descriptive Examples

The seven standards that have been established for Athletic Directors are further defined by performance criteria for the purpose of supporting all components of the teacher PGS. These criteria include fundamental components associated with developing high quality athletic programs. Descriptive examples create a picture of what being an athletic director looks like when he/she meets or does not meet the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every athletic director is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

Standard I: Athletic directors provide leadership and facilitate a shared vision of high-quality athletic programs that support achievement for all student athletes.

Performance Criteria

- Facilitates the development, implementation, and stewardship of a quality athletic program
- Extends his/her mission beyond the academic growth of students
- Develops the leadership capacity of staff to share the responsibility for implementing a strategic athletic plan

Examples

Meets standard	Below standard
Encourages students to challenge themselves for personal growth in academic, vocational, arts, and extracurricular areas	Does not encourage students to challenge themselves
Ensures that school media publications equitably represent the school population	Does not take steps to ensure that school media publications equitably represent the school population
Holds students and coaches to high levels of sportsmanship	Does not address poor sportsmanship behavior
Actively involves and encourages stakeholders to become involved in program decision-making	Rarely involves stakeholders in decision-making
Utilizes human and material resources to support the program vision and strategic plan	Uses resources in a limited way
Encourages coaches to pursue advanced coaching certification/improvement opportunities	Does not encourage coaches to advance in their certification
Treats all stakeholders fairly, equitably, and with dignity	Fails to treat everyone with respect
Meets with stakeholders and provides oral and written explanations of the program vision and strategic plan and how they support the school system's vision and strategic plan; solicits input from stakeholders; monitors staff responses to requests, inquiries, and input	Rarely meets with stakeholders; does not elicit input
Holds coaches to high standards of behavior according to program rules, goals and guidelines	Does not hold coaches to program rules, goals, and guidelines
Recruits and works toward retaining staff who know and reflect the diversity of the MCPS community	Lacks diversity in staff
Selects candidates for open positions who best exemplify the beliefs and goals of the school system	Considers a limited number of candidates for positions
Selects and develops coaches who have the capacity to motivate others, make decisions, and create change; cultivates leadership from within the school's staff	Hires coaches with limited thought given to their leadership abilities
Assesses equity in all aspects of the athletic program and makes goals appropriately	Does not provide equitable opportunities for all stakeholders

Standard II: Athletic directors ensure a high-quality athletic program is developed, articulated, and implemented.

Performance Criteria

- Is knowledgeable about current practices and methods in regards to safety, facilities management, etc.
- Communicates his/her knowledge clearly to coaches, students, and staff
- Uses comprehensive, collaborative planning skills to design effective athletic programs and instruction
- Promotes high expectations for the delivery of quality programs and services

Examples

Meets standard	Below standard
Anticipates stakeholder misconceptions, difficulties, confusion and adjusts accordingly	Frequently spends time clarifying confusion or misconception
Follows appropriate procedures in scheduling events with all parties (ICB, school business administrators, administration, fund-raising etc.)	Inconsistently follows appropriate procedures
Develops a process for field preparation, routine maintenance, and facility repairs	Lacks processes in place to prepare for events in an efficient manner
Works with staff and stakeholders to establish timelines for critical processes/activities and benchmarks for monitoring success (e.g. safety/crisis and transportation policies and regulations, maintenance schedules, etc.)	Works on a limited basis with staff and stakeholders
Provides oversight to ensure that timelines are met and stakeholders receive complete and unambiguous documents and materials; solicits input from stakeholders regarding the quality and timeliness of processes, activities and materials	Provides limited oversight over processes
Provides necessary information to ensure that students, staff, and the school community understand MCPS policies, regulations, and procedures, as well as local, state, and federal mandates	Fails to provide vital information about regulating procedures
Demonstrates knowledge and skills necessary for his/her position (e.g. effective management skills, oral and written communication skills, knowledge of policies and procedures, budget processes, technology applications, etc.)	Lacks management skills to complete complex tasks
Establishes clear expectations for program and staff, as appropriate, in responding to safety and health regulations; ensures that staff understand and comply with emergency regulations	Fails to inform all staff about emergency regulations

Standard III: Athletic directors are responsible for establishing and managing an athletic program that fosters a positive learning environment.

Performance Criteria

- Manages operations and resources to ensure a safe, efficient athletic program
- Coordinates human and material resources to improve and support the athletic program
- Develops and supervises efficient processes in order to maximize performance

Examples

Meets standard	Below standard
Creates short-term and long range plans for income and expenditure plans	Fails to create plans for budgets
Maintains open lines of communication with coaches about program goals, expectations, and procedures	Is unaware of or unresponsive to coaches' concerns or needs
Generates athletic revenue and exercises proper accounting procedures	Does not comply with prescribed accounting procedures
Establishes fair practice schedules, access to facilities and inclement weather processes	Access to facilities is not fairly shared
Effectively implements established systemwide protocols regarding gate receipts, balancing monthly accounts, maintaining accurate financial records, and prioritizing allocations.	Does not design a comprehensive process for business protocols
Creates a master schedule with a balanced program of opportunities for all students	
Uses technology tools to manage athletic program operations and streamline tasks	Does not use technology to streamline tasks
Communicates relevant and timely information regarding safety and expectations to students, parents, and school community through player-participant contracts, websites, and other avenues	Does not move expeditiously to solve issues
Assesses field, inclement weather conditions and communicates game and practice adjustments to stakeholders	Rarely communicates information about weather and field conditions
Ensures that all necessary forms and student contracts have been submitted.	Maintains inaccurate files
Assesses inventory regularly including uniforms; maintains accurate program inventory, including uniforms, equipment, supplies, etc.	Fails to maintain inventories
Maximizes effective use of support personnel, including ticket managers, assistant ADs, night game managers, assistant game managers, first aid assistants, etc.	Fails to delegate tasks
Delegates responsibilities to a variety of appropriate staff; empowers them to assume a leadership role in decision-making process; monitors and provides feedback to staff with	Fails to delegate responsibilities

regard to performance of these responsibilities	
Oversees short and long-term facility improvements	Does not foresee facility improvements
Creates, coordinates, and communicates schedules to stakeholders regarding contests, award ceremonies, booster meetings, and other athletic functions	Schedules are rarely planned well in advance of events
Provides structures and processes that promote effective communication and timely resolution of conflicts; assists in establishing and maintaining regular procedures whereby staff are able to communicate concerns	Lacks timely resolution of conflicts

Standard IV: Athletic directors assess and analyze data to develop and adapt plans that enhance the athletic program.

Performance Criteria

- Observes coaches on a regular basis to provide feedback
- Monitors student progress in athletics
- Attends events to gather data regarding the athletic program

Examples

Meets standard	Below standard
Uses demographic, achievement, progress and other system-wide data that are relevant (e.g. rosters, enrollment, transportation logs, safety/crisis logs, financial statements, etc.) to support the strategic plan and vision for student success; analyzes and presents data from a variety of sources as they relate to how the program supports this vision; works with program staff , where appropriate, to interpret and use data to make improvement	Uses limited data to make decisions
Assists coaches in ensuring students achieve eligibility standards	Fails to monitor ineligibility lists
Solicits feedback through a variety of methods prior to making changes to existing programs/processes or prior to adopting new ones	Rarely considers feedback
Fosters a collaborative atmosphere for revising products, programs, services and implementation plans based on progress data; encourages stakeholders to provide input	Rarely seeks input to revise the athletic program
Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data	Makes decisions based on a few sources of data
Provides ongoing feedback to coaches	Rarely observes coaches
Evaluates all aspects of the athletic program	Inconsistently gathers feedback

Standard V: Athletic directors are committed to continuous improvement and professional development.

Performance Criteria

- Seeks and uses feedback and reflects on his/her leadership
- Draws upon sports management research and strategies in the delivery and enhancement of the athletic program
- Is an active member of professional learning communities
- Actively pursues professional growth and educational experiences

Examples

Meets standard	Below standard
Holds membership in local, state, or national professional associations and organizations	Does not participate in professional associations and organizations
Models respectful behaviors; monitors that respect is pervasive among staff, students, and the school community	Exhibits unprofessional behavior
Demonstrates dedication, integrity and ethical behavior and holds others to these norms	Act unethically at times
Participates in required school, cluster, and system-wide meetings; shares information obtained at meetings with staff	Inconsistently attends system-wide meetings
Reviews current research	Does not incorporate new research into current practices
Engages in peer visits and reflection	Does not participate in peer visits
Facilitates a climate in which input and innovation by professional and supporting services are encouraged and valued	Rarely meets with focus groups
Develops a professional development plan; implements strategies that support the outcomes	Does not have a plan
Shares materials and experiences with colleagues	Does not share materials and experiences with colleagues
Seeks the support of colleagues and is open to applying advice or suggestions	Does not accept the support of colleagues

Standard VI: Athletic directors exhibit a high degree of professionalism.

Performance Criteria

- Understands and responds to cultural, economic, and other factors that influence the success of the athletic program
- Views himself/herself as a leader in the educational community
- Acts as liaison between or among various entities and stakeholders
- Represents the interests of the program and school system when engaging with local, state, national, and governmental groups/agencies.

Examples

Meets standard	Below standard
Participates in system-based representative structures such as work groups	Does not actively participate in workgroups
Engages in dialogue, problem-solving, planning with other stakeholders within the county or across the state including SGA, faculty, coaches, students, media, central office, MPSSAA, boosters, parents, security, business office personnel, administration, etc.	Makes decisions in isolation
Demonstrates knowledge of local, state, and national trends, current research, and best practices; applies this knowledge to the athletic program and operation	Rarely shares and implements current research
Regularly attends countywide athletic director meetings; attend coaches' meetings for sport(s) to which they are assigned to function as athletic director liaison	Fails to represent the school as the athletic director
Distributes information regularly such as sportsmanship forms and coaching preferences	Does not gather information about coaching preferences
Communicates knowledge of the budget process and its impact on program initiatives and activities to stakeholders; works with stakeholders to foster their understanding and knowledge	Limited communication with stakeholders
Advocates on behalf of students, staff, families, communities and the school system for necessary resources to support program goals and objectives	Does not advocate for all athletic programs equitably

Standard VII: Athletic directors know their subject and how to teach it to students.

Performance Criteria

- Analyzes student information and results, and plans instruction accordingly
- Is committed to high standards of teaching and learning with high expectations for achievement for all
- Contributes to the smooth functioning of the school environment
- Creates a classroom climate that promotes openness, mutual respect, support, and inquiry
- Creates an organized classroom that maximizes engaged student learning time
- Understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized and linked to other disciplines
- Uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals
- Uses a variety of formal and informal assessment techniques

Examples

Meets standard	Below standard
Holds all students to high standards and expectations, regardless of differences such as racial/ethnic group membership, gender, disabilities, socioeconomic background, or prior educational background and achievement	Does not hold all students to high standards and expectations
Sends these key messages to students through practices and interactive behavior: a) This is important. b) You can do it. c) I won't give up on you. d) Effective effort leads to achievement.	Does not send key messages to all students
Demonstrates/models sensitivity to all students; treats all students respectfully and equitably	Does not treat all students equitably
Provides opportunities for students to summarize/reflect on what they have learned	Accepts minimal student responses; does not probe for support or justification
Uses a variety of instructional materials with lessons that are relevant	Use a limited variety of appropriate instructional materials
Teaches the curriculum for his/her grade level(s) and the subject(s) as defined by Maryland and MCPS curriculum standards with flexible grouping as appropriate	Presents lessons which are related to the curriculum
Develops and communicates clear criteria for success for student work; uses models, rubrics, exemplars/anchor papers, etc.	Fails to provide criteria, models and rubrics
Gathers data about student performance and other relevant information from a variety of sources	Has limited knowledge about students and their performance
Uses a variety of formal and informal assessments	Assesses students on an inconsistent basis
Assesses student progress before instruction, during instruction, and after instruction	Does not assess student understanding
Develops and uses a clearly defined grading	Does not submits grades in a timely manner

system that is consistent with the MCPS Grading and Reporting Policy and Regulations	
Uses a repertoire of strategies matched to student needs to avoid and/or address behavior problems	Fails to anticipate and/or appropriately address behavior problems
Maximizes engaged learning time by appropriately pacing lessons, making seamless transitions, having materials ready and organized, etc.	Wastes learning time by not appropriately pacing lessons, failing to make smooth transitions or not having materials ready
Adapts instruction based on assessment information; reteaches using different strategies when assessment indicates lack of mastery	Presents lessons without pre-assessing students
Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to each other, and showing respect for others' contributions	Discourages students from using each other as sources of knowledge
Displays deep and broad content knowledge in his/her field	Gives incorrect or insufficient information, does not correct errors, omits critical content from instruction
Performs required non classroom school duties such as hall monitoring, bus monitoring, chaperoning, etc.	Does not complete non classroom school duties on a consistent basis
Meets professional obligations in a timely fashion	Does not leave substitute plans when absent
Attends work regularly, arrives at work on time, and does not leave before the end of the defined work day	Inconsistently arrives at work on time
Starts and ends class on time	Does not pace lessons according to allotted teaching time
Creates a master schedule with a balanced program of opportunities for all students; monitors assignments of students that best meets students' abilities	Schedules are not organized and published in a timely manner