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University of Nebraska at Omaha

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Development of an Evaluation Process
for the Extra-Curricular Program
of the Papillion-LaVista Schools

A Field Study
Presented to
the Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Educational Administration

by
Robert W. Hahn
May, 1984

UMI Number: EP74210

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

Supervisory Committee

Name	Department
<u>Ross Bullock</u>	<u>Couns. & Spec. Ed.</u>
<u>Thomas D. Butler</u>	<u>Educational Administration</u>
<u>Dwelle Kelan</u> Chairman	

6-6-84
Date

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Chapter 1

In 1957 enrollment in the Papillion-LaVista School District was less than 400 students. By 1960 it was 691, and by 1966 there were 2223 students enrolled. At that time there was one junior-senior high school for the district. With the start of the 1981-82 school year, over 5900 students were enrolled in the Papillion-LaVista District. There is one senior high school and two junior highs. Also, the population of the school district now exceeds 25000 people. The two communities of Papillion and LaVista have changed from small rural communities to suburban communities with a much wider range of public concerns and problems. With the sizable change in the school district's general population and school enrollment over the last twenty-five years, the programs available for students have increased drastically. In addition to a greatly expanded academic program, the extra-curricular programs have grown from less than a dozen in the junior-senior high of 1957 to a total of 73 programs and activities in the 1981-82 school year.

Many of these programs were added simply because of the growth and diversity of the schools' enrollment. Students' interests and backgrounds demanded that the extra-curricular programs be expanded. Equal rights legislation and judicial mandates of the 1970's produced increased

opportunities for the female student. Government regulations under Title IX required equal opportunity for females to participate in school activities, particularly in the field of athletics. Title IX Education Amendments of 1972 declared, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or, activity receiving Federal financial assistance." This statement almost immediately doubled the number of athletic activities offered by the schools.

Because of the school district's efforts to offer these programs to the students of Papillion and LaVista, two major problems have come to the front: (1) Qualified staff is needed to supervise the expanded programs and, (2) Economic conditions of the times make it difficult to fund the programs.

The current economic crisis has directly led to the elimination of some extra-curricular programs across the nation. With school budgets being cut by spending legislation and federal tax cut guidelines, the school curricula is being reviewed, revised or eliminated. The public will continue to debate the value of school programs. For this reason, school administrators and activity directors must have methods of evaluating the value and significance of these programs.

If the Papillion-LaVista School District is to justify hiring qualified staff and objectively allocate funds for these programs, there must be a way to justify the expenditures and show their importance as part of the total curriculum. To this point, the Papillion-LaVista School District is lacking a sound and effective evaluation procedure for extra-curricular programs.

Statement of the Problem

The problem is now to identify an effective evaluation process for the assessment of the extra-curricular activities in the Papillion-LaVista School District.

Statement of the Purpose

The purpose of this study is to develop an effective evaluation method for the Papillion-LaVista junior and senior high schools.

The objectives are to:

1. Survey and analyze the extra-curricular objectives and evaluation procedure of area school districts.
2. Study objectives and evaluation procedures of successful activity programs.
3. Synthesize the literature and the survey data to develop evaluative procedures for the salaried extra-curricular activities.

Procedure

The following procedures will be used to accomplish the objectives listed:

Objective #1:

A questionnaire will be developed and sent to thirty area school districts to include the Metropolitan Conference Schools. In addition to the questionnaire, a request will be made for copies of extra-curricular objectives and evaluation instruments.

Objective #2:

A questionnaire and request for copies of evaluation procedures will be sent to ten schools in the Midwest which are well known as having highly successful activity programs.

Objective #3:

The information gathered from the above questionnaires and the literature will be compiled. From this information a proposal will be developed for the school board. The proposal will present an evaluation procedure to assess each objective for the extra-curricular activities of the Papillion-LaVista School District.

Significance of the Study

This study will be presented to the school administration and Board of Education. With their approval, the study would become district policy for evaluation of the extra-curricular activity program in the Papillion-LaVista Schools.

Chapter 2

REVIEW OF LITERATURE

An athletic program under the direction of an intelligent coach who is sensitive to the capacities and needs of youngsters can be a potent educational influence on athletes and spectators alike. Such a program, together with a good physical education program, a good intramural program, and a good recreational sports program in the school can provide opportunities for every one to achieve some degree of personal fulfillment. On the other hand, an athletic program that places first priority on winning contests may well be a destructive educational force. Not only may the social development of the athletes themselves suffer, but the youngsters who are weeded out may be permanently impaired. Those responsible for the total program in the schools, and in particular those directly responsible for the physical education and athletic program, must be ever vigilant that the practices characteristic of big-time athletic programs of some colleges and universities do not further invade the school scene. To resist this invasion successfully will require the vigorous support of both the students and the patrons of the school. If the invasion is not repelled, the schools will find that a very potent learning tool is being employed at cross purposes with

their educational goals.¹

The challenge to administrators in the contradictions that sometimes emerge is to 1) develop with students and patrons a sense of perspective concerning the role of activities in an educational program, and 2) exhibit leadership in determining purposes and sound policies for the conduct of the activity program in their schools.²

If administrators are to meet these challenges, guidelines, goals and evaluation instruments must be well developed. "If we are serious about evaluating for improvement purposes," writes Brandt, "we need to identify our goals and purposes, identify the kinds of decisions that need to be made, and then formulate and utilize evaluation procedures that make sense."³

It is important to develop goals and guidelines that will reflect the needs or desires of the community.

The following statement of functions, drafted by

¹Louis E. Alley, "Athletics in Education: The Double-Edged Sword." Phi Delta Kappan, October, 1974, pp. 102-105.

²Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration. Boston: Houghton-Mifflin, 1972, citing Franklin A. Miller, James H. Moyer and Robert B. Patrick, Planning Student Activities. Englewood Cliffs, NJ: Prentice-Hall, 1956.

³Ronald Brandt, "On Evaluation: an interview with Daniel L. Stufflebeam," Educational Leadership, January, 1978.

Miller, Moyer and Patrick provides general guidelines for an activities program in secondary schools:

A. Contributions to Students

1. To provide opportunities for the pursuit of established interests and the development of new interests.
2. To educate for citizenship through experiences and insights that stress leadership, fellowship, cooperation and independent action.
3. To develop school spirit and morale.
4. To provide opportunities for satisfying the gregarious urge of children and youth.
5. To encourage moral and spiritual development.
6. To strengthen the mental and physical health of students.
7. To provide for a well-rounded social development of students.
8. To widen student contacts.
9. To provide opportunities for students to exercise their creative capacities more fully.

B. Contributions to Curriculum Improvement

1. To supplement or enrich classroom experience.

2. To explore new learning experiences which may ultimately be incorporated into the curriculum.
3. To provide additional opportunity for individual and group guidance.
4. To motivate classroom instruction.

C. Contributions to More Effective School Administration

1. To foster more effective teamwork between students, faculty and administrators and supervisory personnel.
2. To integrate more closely the several divisions of the school system.
3. To provide less restricted opportunities designed to assist youth in the worthwhile utilization of their spare time.
4. To enable teachers to better understand the forces that motivate pupils to react as they do to many of the prolematic situations with which they are confronted.

D. Contributions to the Community

1. To promote better school and community relations.
2. To encourage greater community interest in

and support of the school.⁴

Evaluation used as a tool to collect legitimate information on a regular basis, objectively examine the data and then use the results to optimize program potential is the goal sought after by many school administrators. But Hunt continues that it is not a question of should we or should we not evaluate, but rather a question of why, what and when? If we apply these questions to evaluation of athletic programs, our answer to the why question is to determine program effectiveness; the what--cost, student impact program goals and objectives; and whom--anybody who has responsibility for the program, athletic directors, coaches and assistant coaches.⁵

A school district's athletic program can be evaluated--and easily. The consensus of dozens of high school athletic directors, state and national athletic association officials, and coaches who conferred with The American School Board Journal is that your sports program is good:

1. when girls are accorded their fair share of sports opportunities.
2. when the program exists primarily for the players, not for the fans, or the coaches.

⁴Anderson, op. cit p. 216

⁵Barbara Hunt, "Who and What Are To Be Evaluated?" Educational Leadership, January, 1978, pp. 260-263.

3. when it encourages all students to want to be participants, instead of spectators.

4. when it holds to the principle that it is just as wrong to say winning isn't anything as it is to say that winning is the only thing.

5. when students have opportunities to learn life-long and individual sports.

6. when it keeps youngsters in school and off the streets--for their sake and that of the local community.

7. when all students in a school are provided opportunities to keep physically fit--whether by participating in interscholastic, intramural or physical education programs.

8. when the program is only one of many extra-curricular opportunities, and when the people in charge (school board members, administrators and coaches) recognize that the major currency of schools always has been and always must remain ideas and academics, not fly balls and fast breaks.

9. when coaches teach students to compete with themselves as well as with others.⁶

Supervision and evaluation of those involved in extra-curricular activities, particularly athletics, is

⁶"Here's How to Evaluate Your Own Sports Program," American School Board Journal, June, 1975, p. 20.

practically non-existent in most public schools, states John W. Dougherty.⁷ Considering the large annual expenditures allocated to athletics, the number of students involved, and the exposure to the public, great importance should be attached to the teaching skills of those involved. The most important concerns of the supervisor are the evaluation and supervision of the teaching technique, the handling of the athletes (students), the coaches' professionalism, the maintenance of ethical standards, and the general competency of the coach in each sport. Teaching techniques may be judged by the responses of the student athletes in much the same way a curriculum supervisor would observe student reaction in the classroom. This is not evaluation based on student talent, but rather on work output, improvement, attitude and the general cooperation between students and coaches.⁸

John Bennett and Hal Rhea state that the problem of evaluating or assessing the effectiveness of an employee has undoubtedly been a perennial headache for as long as there have been employers and employees. There are at least five basic elements which must be inherent in the approach to positive evaluation. First, the necessity to convey to the person being evaluated, the basic and under-

⁷John W. Dougherty, "Supervision and Evaluation of Teaching in Extra-Curricular Activities," NASSP Bulletin, March, 1978, p. 31.

⁸Ibid., p. 34.

lying reasons for the procedure. Secondly, the individual being evaluated must have confidence in the instrument being used. The third ingredient is a high level of confidence in the evaluation. The fourth area deals with consistency of evaluation. The fifth and last element involves the opportunity for the coach to respond to the evaluation.⁹

In evaluating non-athletic activities, the secondary school must have a clear idea on what the activity program must accomplish.

Student activities are geared to provide an outlet for adolescent enthusiasm; to stimulate a desirable school spirit and interest, not only in the extra curricular, but in the curricular activities as well; to lead the pupils through well directed club activities to a knowledge and appreciation of the social and educational advantages that participation in these types of school activities will bring them; to stimulate initiative in wise and capable leadership and in intelligent followership. In addition, they should offer opportunities to aid the pupil in finding himself and discovering a way to help him enjoy the leisure hours; to provide a means for universal pupil participation in the school's program of instructional activities; and, to teach the pupils to do better the main desirable school and com-

⁹John Bennet and Hal Rhea, "Evaluation of Coaches," Physical Educator, 36 (1979), pp. 77-79.

munity activities in which they participate now and in later life.¹⁰

Many of these goals should be measured in the evaluation of a program. The student activities program, like all other school programs, needs periodic evaluation. The school administrator is responsible for making sure that the program is evaluated on a regular basis.

Methods of evaluation will vary from situation to situation, but could include student questionnaires, interviews, analysis of participation data, and observation of organizational factors.¹¹

Educators have a tendency not to evaluate activity programs with the same tenacity that they might evaluate the school's curriculum or the instructional efforts of staff members. An activity evaluation should be performed annually.¹²

It appears that little time has been spent in evaluating activity programs--particularly those of a non-athletic variety. To gain a reasonable understanding of

¹⁰Delbert L. Baker, "Planning for Student Activities in Secondary Schools," NASSP Bulletin, October, 1964, p. 69.

¹¹Richard A. Gorton, "How to Run an Effective and Efficient Student Activities Program," NASSP Bulletin, December, 1976, p. 69.

¹²James A. Vornberg, "Auditing the Student Activity Program," NASSP Bulletin, April, 1980, p. 83.

how effective extra-curricular activities are and to have a measure of accountability to the community, effective evaluation is essential.

SUMMARY AND CONCLUSION OF LITERATURE

Some significant points of the related literature are summarized:

1. Goals and guidelines of an extra-curricular program are an essential part of an evaluation process.
2. It is the obligation of the school administrator to inform the students and community what the purposes of activity programs are. An evaluation on a regular basis is the best way to show the validity and value of a program.
3. Non-athletic activities have been evaluated very poorly, if at all, in the past by secondary schools. It is important that these programs be evaluated on a regular basis. The evaluation can be an effective tool in showing accountability to the community.

Chapter 3

PROCEDURES AND DISPLAY OF DATA

Many characteristics and philosophies dealing with the evaluation of extra-curricular activities in secondary schools are discussed in Chapter 2. To gather further information on this subject, the first objective of the study was to survey and analyze the extra-curricular objectives and evaluation procedure of area school districts.

A survey was sent to thirty Nebraska high school athletic directors. Some of the survey statements were selected from Larry Dlugosh's Criteria for Evaluation of Athletic Programs.¹³ The athletic directors were selected from a list of the largest one hundred schools in the state of Nebraska. In addition, it was the intent of the study to receive input from some of the more successful activity programs in the area. Therefore ten survey questionnaires were sent to athletic directors who administer some of the more successful athletic programs in the Midwest.

A total of forty questionnaires were mailed, and thirty-two were returned for an eighty percent rate of

¹³Larry Dlugosh, "Identification of the Criteria to be used in Evaluation of Athletic programs in the Elkhorn Public Schools," Specialist Thesis, University of Nebraska at Omaha, 1978.

return. Two of the thirty-two returned were incorrectly answered. Therefore, a total of thirty questionnaires were used to complete data for this study.

The questionnaire was divided into two parts: (1) what items should be included in the evaluation of an athletic program, and (2) questions concerning non-athletic extra-curricular activities in the secondary schools.

In Part I each respondent was asked to rank fourteen items in order of their importance to an effective athletic program evaluation. A value of points was assigned to each statement. An item ranked first in a response would be given fourteen points, thirteen points for a response rated second, twelve points for third and so on. By adding the scores for each item a value was determined.

In Part II of the survey, a similar rating was used. However, only ten rating statements were used. In addition, two "yes or no" questions were asked concerning the evaluation of non-athletic activity programs and personnel.

Figure 1
Values Placed on Item Rankings

Part I		Part II	
<u>Points</u>	<u>Place Chosen</u>	<u>Points</u>	<u>Place Chosen</u>
14	1st	10	1st
13	2nd	9	2nd
12	3rd	8	3rd
11	4th	7	4th
10	5th	6	5th
9	6th	5	6th
8	7th	4	7th
7	8th	3	8th
6	9th	2	9th
5	10th	1	10th
4	11th		
3	12th		
2	13th		
1	14th		

The purpose of the rating survey was to determine what criteria are important in the evaluation of an extra-curricular activities program. The first part of the survey studied athletic program evaluation exclusively.

In the survey, three items stood out as the most important in evaluating an athletic program. The number one ranked item dealt with goals and objectives of the program. Also noted as most important in evaluation were the degree of student participation and the personnel in each program. The term personnel refers to coaches, assistant coaches and others in charge of the program.

Several other items were listed on most surveys to be important in an evaluation process. The satisfaction of student participants ranked fourth. Activities directors stated in the survey that variety in the offerings made to students and the balance between programs offered to each sex was essential in the evaluation of a program.

Many respondents included facilities, budget and equipment care and purchase as items that should also be included in an evaluation.

The lowest ranking items on the survey included spectator satisfaction and win-loss records.

In an effort to reach the objectives of this study -- development of evaluative procedures -- conferences were held with athletic and activity directors of the Papillion-

LaVista District. Information from the survey and from the evaluation instruments returned by participating activities directors was discussed. The survey indicated several items that should be included in an evaluation process. Objectives, guidelines, and job descriptions for coaches, that are currently a part of the Papillion-LaVista Schools' activities program, were also studied and incorporated with the survey information to form an effective evaluation instrument.

TABLE I
WHAT ITEMS SHOULD BE INCLUDED IN THE
EVALUATION OF AN ATHLETIC PROGRAM?

<u>Value Ranking</u>	<u>Rank</u>	<u>Statement</u>
347	1	Goals and objectives
337	2	Degree of student participation
335	3	Personnel
312	4	Satisfaction of student participants
280	5	Variety of offerings to students
247	6	Equality of programs (balance of boys and girls programs)
236	7	Athletic facilities
231	8	Budget
229	9	Equipment
173	10	Practice schedules
137	11	Number of athletic inquiries to students
112	12	Spectator satisfaction
106	13	Win-loss record
105	14	Recruitment of players

In the second section of the survey, respondents ranked items for the evaluation of non-athletic extra-curricular programs.

The responses were very similar to those regarding athletic programs. The variety of student needs being met was ranked as most important. The degree of student participation was also regarded to be essential in evaluation by respondents.

Personnel in the survey referred to activity sponsors or supervisors. This element of extra-curricular activities was ranked third in the survey. Personnel was followed closely by the degree to which written objectives of the activity are being achieved.

Lower ranking items included budget and parent-community satisfaction.

In response to the two "yes or no" questions, nineteen of the thirty respondents said that a separate evaluation is completed for each non-athletic activity or activity sponsor in their schools. Twenty-one activities directors stated that volunteer sponsors are not evaluated in a similar manner to those paid staff members.

Conferences were held by activities directors of the Papillion-LaVista School District. The purpose of the conference was two-fold: (1) the selection of survey items to be selected for use in an evaluation instrument; and, (2)

the study of current objectives, guidelines, and job descriptions of non-athletic extra-curricular programs for incorporating them into an evaluation process.

TABLE II
NON-ATHLETIC ACTIVITY PROGRAMS

<u>Value Ranking</u>	<u>Rank</u>	<u>Statement</u>
350	1	Variety of student needs being met
338	2	Degree of student participation
328	3	Personnel (sponsors or supervisors)
313	4	Degree to which written objectives of the activity are being achieved
307	5	Participants' satisfaction with the activity
283	6	Variety of offerings
281	7	Annual goals and achievements of each organization or activity
271	8	Quality of boys, girls or coeducational programs
249	9	Budget
223	10	Satisfaction of parents and community

Chapter 4

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of the study is to develop an effective evaluation process for the assessment of the extra-curricular activities in the Papillion-LaVista School District.

Literature pertaining to extra-curricular evaluation was reviewed. A questionnaire was sent to activity directors in forty Midwestern school districts. Included with the questionnaire was a request for evaluation instruments used in the various school districts. The information from the questionnaire was compiled and assigned a value ranking. The most essential items for effective evaluation of extra-curricular activities received the highest point total.

The evaluation instruments returned with the questionnaire were also used to realize the purpose and objectives of this study.

Discussion and analysis of available information were undertaken to develop a sound evaluation instrument.

Conclusions

Based on the related literature and the information gathered from activity directors, several conclusions can be

realized:

1. There is some agreement on what features should be included in an evaluation instrument.
2. Many characteristics of a program should be included in a comprehensive evaluation.
3. Goals and objectives are an essential feature in a successful program.
4. At present, evaluation centers mainly on personnel.
5. Little has been done in evaluation of non-athletic extra-curriculum programs or personnel.

Recommendations

It is recommended that several steps be taken to improve the evaluation procedures of the extra-curricular programs in the Papillion-LaVista Schools:

1. An effective evaluation instrument must be developed for athletic programs which will include many facets of each program. Personnel would remain as an important section of the evaluation. The highest ranked items listed by athletic directors on the questionnaire would form the basis of the evaluation instrument.
2. An evaluation instrument must be developed for non-athletic programs. Paid personnel who sponsor these programs will be evaluated.

Evaluation instruments for both athletic and non-athletic extra-curricular programs are presented in the appendixes. The athletic directors of the Papillion-LaVista Schools will present these evaluation forms to the School Board of District 27 for their study and approval.

APPENDIXES

Appendix A

Dear Athletic Director:

I am conducting a field study with the cooperation of the University of Nebraska at Omaha to design a procedure for the evaluation of activity programs. The study is to include both athletic programs and other extra-curricular programs available to students.

In order to gather information for the study, a questionnaire is being sent to thirty principals and athletic directors. Your responses to the questionnaire will be used to develop criteria for the evaluation of the activities program.

In addition, a copy of your current evaluation forms and procedures is needed for both athletic and activity programs. If job descriptions for coaches and activity sponsors are available, please send a copy with the evaluation forms.

Your prompt and thorough consideration of this procedure will be greatly appreciated.

Sincerely,

Bob Hahn
Assistant Principal
LaVista Junior High School
7900 Edgewood Blvd.
LaVista, NE 68128

Appendix B

QUESTIONNAIRE

Athletic Program

I. What items should be included in the evaluation of an athletic program?

(Rank each item in order of importance from 1 - 14)

- | | |
|--|-------|
| a. Degree of student participation (% of student body participating in the athletic program) | _____ |
| b. Number of athletic injuries to participants | _____ |
| c. Spectator satisfaction | _____ |
| d. Satisfaction of student participants | _____ |
| e. Win - loss record | _____ |
| f. Quality of programs (balance between boys and girls' programs) | _____ |
| g. Variety of offerings to students | _____ |
| h. Recruitment of players | _____ |
| i. Practice schedules | _____ |
| j. Equipment | _____ |
| k. Goals and objectives of the athletic program | _____ |
| l. Personnel (coaches and assistant coaches) | _____ |
| m. Budget | _____ |
| n. Athletic facilities | _____ |

Activities Program

- I. Is there a separate evaluation for each activity or activity sponsor in your school (i.e., Student Council or Student Council Supervisor)?
- Yes _____ No _____
- II. In your school are volunteer supervisors evaluated in a similar manner to paid activity program positions?
- Yes _____ No _____
- III. Rank the following items in order of importance to a successful activity program evaluation.
- a. Degree to which written objectives of the activity are being achieved _____
 - b. Degree of student participation (number of students involved) _____
 - c. Participants' satisfaction with the activity _____
 - d. Satisfaction of parents and community _____
 - e. Equality of boys, girls or co-educational programs _____
 - f. Variety of offerings _____
 - g. Personnel (sponsors or supervisors) _____
 - h. Budget _____
 - i. Annual goals and accomplishments of each organization or activity _____
 - j. The variety of student needs being met _____

Appendix C

EVALUATION INSTRUMENT
FOR
ATHLETIC PROGRAMS

PAPILLION-LAVISTA SCHOOLS
EXTRA-CURRICULAR EVALUATION
PROGRAM: _____
YEAR: _____

PHILOSOPHY OF ATHLETICS FOR
THE PAPIILLION/LAVISTA SCHOOL DISTRICT

The philosophy of athletics at Papillion/LaVista School District is such that athletics is considered an integral part of the school's program of education which provides experiences that will help boys and girls physically, mentally, and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program and is kept on the "readiness" level of secondary youth. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests.

We believe that participation in athletics, both as a player and as a student spectator, is an integral part of the student's educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the team, to the student body, to the community, and to the students themselves. In their play and in their conduct, they are representing all of these groups. Such experiences contribute to the knowledge, skill, and emotional patterns that he/she possesses, thereby making him/her a better person and citizen.

PART I:

PERSONNEL AND POSITION
(Completed by athletic director)

1.		
2.		
3.		
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14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

PART II

PARTICIPATION SURVEY
(Completed by athletic director)

Number of participants (Grades 10, 11, 12) (including all try-out participants)	_____
Number of participants completing season	_____
Number of participants (Grades 7, 8, 9)	_____
Number of participants completing season	_____
Number of students eligible for program (Grades 10, 11, 12)	_____
Number of students eligible for program (Grades 7, 8, 9)	_____
Percent of students participating in program (Grades 10, 11, 12)	_____
Percent of students participating in program (Grades 7, 8, 9)	_____
Increase or decrease from preceding year	_____

PART ,III

FACILITIES

(Completed cooperatively by coach and athletic director)

1. Strengths of facilities available to program.

2. Weaknesses of facilities available to program.

3. Priority items for improvement.

PART IV

BUDGET
(Completed by athletic director)

EXPENDITURES:

Personnel - salary	_____
Equipment - purchase and replacement	_____
Transportation	_____
Extra duty expense	_____
Fees, dues, etc.	_____
Referees and officials	_____
Health supplies	_____
Mileage/meals	_____
Programs/tickets	_____
Supervision	_____
Miscellaneous	_____

TOTAL EXPENDITURES _____

RECEIPTS:

Gate receipts	_____
Entry fees	_____
Donations	_____
Fund raising	_____

TOTAL RECEIPTS _____

PROGRAM NET INCOME _____

COST ANALYSIS:

Number of participants	_____
Net cost of program	_____
Cost per participant	_____

PART V

1. EQUIPMENT INVENTORY (Completed by head coach)

<u>ITEM</u>	<u>QUANTITY</u>	<u>YR. PURCHASED</u>	<u>CONDITION</u>
-------------	-----------------	----------------------	------------------

2. MISSING OR UNUSABLE EQUIPMENT

<u>ITEM</u>	<u>COST</u>	<u>REASON</u>
-------------	-------------	---------------

3. ITEM REQUESTS FOR FOLLOWING YEAR

PART VI

PARTICIPANT EVALUATION

(A Part VI form will be used by each head coach in the program.)

PROGRAM: _____

COACH OR SUPERVISOR: _____

This evaluation sheet is an opportunity for the participant to have input on the successes and failures of the program just completed. Hopefully, this information will help improve the program for the next school year.

(A=ALWAYS; S=SOMETIMES; N=NEVER)

- | | | | |
|--|---|---|---|
| 1. Practices seem to be well organized. | A | S | N |
| 2. The coach did an excellent job in teaching. | A | S | N |
| 3. All team members were treated fairly. | A | S | N |
| 4. I learned a lot about _____ this year. | A | S | N |
| 5. Practices were started on time. | A | S | N |
| 6. The coaches showed an interest in me and in my teammates--both at practice and in classroom activities. | A | S | N |
| 7. I felt prepared going into a contest. | A | S | N |
| 8. At practice, we worked on team skills and individual skills. | A | S | N |
| 9. The coach earned respect in appearance, manners, behavior and conduct at practice and contests. | A | S | N |
| 10. Our team had good discipline. | A | S | N |
| 11. Team members were well taken care of when they were injured. | A | S | N |
| 12. The team was motivated to do our best. | A | S | N |
| 13. Locker rooms were well supervised before and after practice. | A | S | N |
| 14. I could take my problem to the coach. | A | S | N |

PART VII

PERSONNEL EVALUATION
(Completed on each coach in program)

COACH: _____ PROGRAM: _____

YEAR: _____ SCHOOL: _____

A. COACH ASSESSMENT (PRE-SEASON)
(Completed by athletic director)

Yes or No

Professional Preparation

The Coach:

1. is a certified teacher. _____
2. has an undergraduate degree in physical education or a minor in coaching. _____
3. has taken a course(s) in Theory of Coaching in the sport. _____
4. has taken a course(s) in Fundamentals (Techniques) of Coaching in the sport. _____
5. has taken a course(s) in Safety and First Aid. _____
6. has taken a course(s) in Care and Prevention of Athletic Injuries. _____
7. has taken a course(s) in officiating in the sport he/she is coaching. _____

Educational Implications

The Coach:

1. understands the role of athletics in education. _____
2. knows the objectives of the athletic program. _____
3. has a coaching philosophy that is in accordance with the objectives of the athletic program. _____
4. effectively functions as a faculty person. _____

Ongoing Education

The Coach:

1. has attended a clinic(s), workshop(s), seminar(s) or taken courses relating to athletic coaching. _____
2. is an active member of professional associations relating to athletic coaching. _____
3. subscribes to professional journals relating to athletic coaching. _____

Yes or No

Experience

The Coach:

- 1. participated as a player in the sport. _____
- 2. has had experience in coaching the sport as an undergraduate (practicum in coaching, laboratory, student teaching). _____
- 3. has been an assistant coach in the sport. _____
- 4. has been a head coach in the sport. _____

B. STATEMENT OF PERSONAL GOALS

- 1. STATE PERSONAL GOALS AS THEY RELATE TO YOUR COACHING ASSIGNMENT. (PRE-SEASON)
(Completed by coach)

- 2. STATE TO WHAT DEGREE YOU HAVE ACHIEVED YOUR GOALS. (POST-SEASON) (Completed by coach in conference with athletic director)

C. ADMINISTRATION (Assessment by athletic director)
(1=Unsatisfactory; 2=Satisfactory; 3=Excellent; 4=Does not apply)

- 1. Cooperates with the athletic director in regard to submitting participant lists, year-end reports, program information relative to the sport and coaching plan prior to season 1 2 3 4
- 2. Meets all criteria from job description. 1 2 3 4
- 3. Provides training rules to team members in writing and follows due process procedures. 1 2 3 4

- | | | | | | |
|-----|---|---|---|---|---|
| 4. | Develops rapport with the athletic coaching staff. | 1 | 2 | 3 | 4 |
| 5. | Is appropriately dressed at practices and contests. | 1 | 2 | 3 | 4 |
| 6. | Develops sound public relations. Cooperates with newspapers, radio, TV, Booster Club and interested spectators. | 1 | 2 | 3 | 4 |
| 7. | Understands and follows rules of the Board of Education, conference, and state organizations. | 1 | 2 | 3 | 4 |
| 8. | Participates in Parents' Night, banquets, awards nights, pep rallies and letters to colleges regarding players. | 1 | 2 | 3 | 4 |
| 9. | Develops rapport with other teachers, coaches, and administrators. | 1 | 2 | 3 | 4 |
| 10. | Promotes all sports in the athletic program attempting to foster school spirit. | 1 | 2 | 3 | 4 |
| 11. | Cooperates and communicates with parents. | 1 | 2 | 3 | 4 |
| 12. | Care of equipment (issue, inventory, cleaning, etc.) | 1 | 2 | 3 | 4 |
| 13. | Organizes and coordinates staff in respective program. | 1 | 2 | 3 | 4 |

D. COACHING SKILLS

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Is well versed and knowledgeable in the presentation of skills and fundamentals. | 1 | 2 | 3 | 4 |
| 2. | Develops a well organized practice schedule which utilizes staff and team to its maximum potential. | 1 | 2 | 3 | 4 |
| 3. | Establishes a fundamental philosophy on skills and techniques to be used district-wide. | 1 | 2 | 3 | 4 |
| 4. | Fair and tolerant with team members. | 1 | 2 | 3 | 4 |

- | | | | | | |
|-----|---|---|---|---|---|
| 5. | Is innovative using new coaching techniques and ideas in addition to proven coaching methods. | 1 | 2 | 3 | 4 |
| 6. | Is prompt in meeting for practice or contests. | 1 | 2 | 3 | 4 |
| 7. | Shows an interest in team members' off-season and classroom activities. | 1 | 2 | 3 | 4 |
| 8. | Prepares for contests and game strategies. | 1 | 2 | 3 | 4 |
| 9. | Utilizes practice time for both individual and team development. | 1 | 2 | 3 | 4 |
| 10. | Displays enthusiasm and exhibits interest in coaching. | 1 | 2 | 3 | 4 |
| 11. | Exercises good conduct and execution during contests. | 1 | 2 | 3 | 4 |

E. TEAM MANAGEMENT

- | | | | | | |
|----|--|---|---|---|---|
| 1. | Recognizes individual differences, abilities and personalities. | 1 | 2 | 3 | 4 |
| 2. | Develops respect by example in appearance, manners, behavior, language and conduct. | 1 | 2 | 3 | 4 |
| 3. | Has individual and team discipline and control. | 1 | 2 | 3 | 4 |
| 4. | Provides leadership and attitudes that produce positive efforts by participants. | 1 | 2 | 3 | 4 |
| 5. | Knows medical obligations of coaching including first aid, injury policies, working with team and/or family doctor. | 1 | 2 | 3 | 4 |
| 6. | Uses all ethical means of motivation, emphasizes values of competitive athletics, acceptable personal behavior, decision-making and lasting values to each individual. | 1 | 2 | 3 | 4 |
| 7. | Provides adequate supervision before and after practice. | 1 | 2 | 3 | 4 |

- | | | | | |
|---|---|---|---|---|
| 8. Is cooperative in sharing facilities. | 1 | 2 | 3 | 4 |
| 9. Keeps athletic director informed about unusual events. | 1 | 2 | 3 | 4 |
| 10. Keeps accurate statistics and records. | 1 | 2 | 3 | 4 |

F. COACH'S COMMENTS

G. ATHLETIC DIRECTOR'S COMMENTS

.....
Coach's signature

.....
Athletic Director's Signature

PART VIII

Please indicate new individual or team records achieved in this season. List also any honors achieved by the team or any team members. (Completed by head coach)

Appendix D

EVALUATION INSTRUMENT
FOR
NON-ATHLETIC PROGRAMS

PAPILLION-LAVISTA SCHOOLS
EXTRA-CURRICULAR EVALUATION

PROGRAM: _____

YEAR: _____

SPONSOR: _____

PART I

PARTICIPATION
(Completed by activities director)

- 1a. Number of participants (Grades 7, 8, 9) _____
- 1b. Number of participants (Grades 10, 11, 12) _____
2. Number of students eligible _____
3. Percentage of student participation _____
4. Number of boys involved _____
5. Number of girls involved _____
6. Number of minority students involved _____

PART II

PARTICIPANT EVALUATION
(Completed by each student in the activity program)

(A=ALWAYS; S=SOMETIMES; N=NEVER)

- | | | | | |
|-----|---|---|---|---|
| 1. | Our sponsors are helpful without being bossy. | A | S | N |
| 2. | This student activity helps me to develop my interests in more areas of thinking than just the classroom curriculum. | A | S | N |
| 3. | I enjoy participating in this program. | A | S | N |
| 4. | I meet more students by participating in this program than I would if I had not participated. | A | S | N |
| 5. | Because I participated in this activity, I feel that I have areas of achievement which otherwise would not have been developed or recognized. | A | S | N |
| 6. | I feel more at ease with teachers that I have come to know because of participating in this program. | A | S | N |
| 7. | I feel like more of a part of the student body because of my participation. | A | S | N |
| 8. | As a student I have a voice in the planning programs I have participated in. | A | S | N |
| 9. | This activity program helps me think as a member of a group rather than to be self-centered. | A | S | N |
| 10. | Belonging to the group helps me feel like I am a part of the school rather than just a person in the crowd. | A | S | N |

11. List two of the best things about participating in this program this school year.

12. Name one item that concerned you about participating in this program.

13. List any constructive suggestions for the program.

5. Program activities develop school spirit.

6. Program activities help students develop social skills and to develop an awareness and appreciation of other ethnic groups.

7. Program activities give students an opportunity to be recognized for achievement.

8. Program activities provide opportunities for students to expand on classroom experiences with more depth.

PART IV

PERSONNEL EVALUATION

(To be completed by activities director on each activity sponsor.)

A. SPONSOR ASSESSMENT

Yes or No

- 1. is a certified teacher. _____
- 2. understands role of activity sponsors. _____
- 3. knows objectives of program. _____
- 4. effectively functions as a faculty member. _____
- 5. has attended clinics, workshops, seminars or courses relative to activity sponsored. _____
- 6. has participated in activity program. _____
- 7. has previously sponsored activity programs. _____

B. STATEMENT OF PERSONAL GOALS

1. STATE PERSONAL GOALS AS THEY RELATE TO ACTIVITY ASSIGNMENT. (PRIOR TO SCHOOL YEAR)

2. STATE TO WHAT DEGREE YOU HAVE ACHIEVED YOUR GOALS. (POST SCHOOL YEAR)

C. ASSESSMENT BY ACTIVITIES DIRECTOR

(1=Unsatisfactory; 2=Satisfactory; 3=Excellent; 4=Does not apply)

- | | | | | |
|--|---|---|---|---|
| 1. Cooperates with activities director in submitting paperwork, schedules, and events. | 1 | 2 | 3 | 4 |
| 2. Meets criteria of job description. | 1 | 2 | 3 | 4 |
| 3. Understands and follows rules of the Board of Education and state organizations. | 1 | 2 | 3 | 4 |
| 4. Develops rapport with teachers, administrators and community. | 1 | 2 | 3 | 4 |
| 5. Promotes all activity programs. | 1 | 2 | 3 | 4 |
| 6. Cooperates and communicates with parents. | 1 | 2 | 3 | 4 |
| 7. Is well versed in requirements of the activity. | 1 | 2 | 3 | 4 |
| 8. Supervises well organized meetings of program participants. | 1 | 2 | 3 | 4 |
| 9. Is fair and tolerant of students. | 1 | 2 | 3 | 4 |
| 10. Is prompt in holding meetings and program functions. | 1 | 2 | 3 | 4 |
| 11. Shows an interest in student participants. | 1 | 2 | 3 | 4 |
| 12. Displays enthusiasm. | 1 | 2 | 3 | 4 |
| 13. Provides leadership and attitudes that produce positive efforts by participants. | 1 | 2 | 3 | 4 |
| 14. Provides adequate supervision before, during and after activity functions. | 1 | 2 | 3 | 4 |
| 15. Keeps activities director informed about program events. | 1 | 2 | 3 | 4 |
| 16. Keeps accurate records and accounts. | 1 | 2 | 3 | 4 |

17. Sponsor's comments

18. Activity director's comments

Sponsor's Signature

Activity director's Signature

PART V

Please indicate highlights of your program for the _____
year. (Completed by sponsor)

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