

Santa Rosa District Schools

# Athletic Coaching

Add-On Endorsement  
2019-2024

## School Board Approval

The Santa Rosa County School Board has approved the Athletic Coaching Add-On Endorsement Program. This document will be housed in the Master Inservice Plan for the 2019-2024 school years.

THE SCHOOL DISTRICT OF SANTA ROSA COUNTY

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Mr. Tim Wyrosdick, Superintendent

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Mrs. Carol Boston, School Board Chair

# **Athletic Coaching Endorsement**

## **I. TITLE**

The School District of Santa Rosa's County's Inservice Add-On Certification Program for Athletic Coaching Endorsement

## **II. RATIONALE AND PURPOSE**

This inservice program was developed to meet the following needs of the School District of Santa Rosa County:

1. Florida Statute 231.15 requires that anyone employed to coach in a Florida public school hold a state issued certificate. This inservice program, leading to the Athletic Coaching Endorsement, has been developed to meet the certification requirements for part-time coaches who do not hold a state issued certificate.
2. Successful completion of this inservice program will also provide coaches holding a Florida Professional Educator's certificate with the necessary inservice for adding the Athletic Coaching Endorsement to a current certificate.

The primary purpose of this program is to develop and increase the competencies of employees responsible for athletic coaching in Santa Rosa District Schools. The specified competencies to be gained by program participants are identified in the inservice components contained within this proposal.

### **Program Admission Requirements:**

1. Employment as a teacher or part-time coach in the School District of Santa Rosa County or recommendation of the school principal.
2. A current Temporary Part-Time Athletic Coaching Certificate or a current Professional Educator's Certificate.

## **III. PROGRAM CONTENT/CURRICULUM**

Individuals must earn a total of 180 inservice points, equivalent to 9 semester hours of college credit, by successfully completing the prescribed set of inservice components included in this program. Candidates for the Athletic Coaching Endorsement must earn 60 inservice points in each of the following three areas: (1) Care and Prevention of Athletic Injuries; (2) Coaching Theory; and (3) Theory and Practice of Coaching a Specific Sport.

College course work may be used in lieu of inservice for this endorsement program by using the following criteria:

1. Courses must be equivalent to a minimum of 60 inservice points (3 semester

hours) and must correspond with the content provided in the components listed in the Inservice Components Section of this document.

2. Use of college courses for the coaching endorsement must be approved by the Educator Certification office.
3. After completion of the college course, an official college transcript showing a grade equivalent of at least a "C" must be forwarded to the Professional Development Office.

#### **IV. INSTRUCTIONAL DESIGN AND DELIVERY**

The prospective coach will meet with the District Athletic Director to initiate the coursework process. The District Athletic Director will verify the coach is eligible to participate in the coursework modules and will schedule a pre-coursework interview to coordinate and explain the coursework process. Upon verification of eligibility and the interview completion, the District Athletic Director will provide the coach with course information including a list of modules to complete and the location where to find them.

Participants who began their endorsement coursework prior to July 1, 2019 will complete their work through the district provided courses. These courses are provided through MyPD using a Moodle course. The coach will have a total of 45 days to complete the coursework module and return it to the District Athletic Director for his perusal and potential approval. If the completed module is not approved, it will be returned to the coach for corrections/revisions and the appropriate feedback will be provided.

All participants beginning July 1, 2019 and later will complete their coursework through an approved outside professionally accredited source such as the Human Kinetics Coach Education Center at <http://www.asep.com/>. Upon completion of the three courses, Coaching Principles, Sport First Aid and Coaching "Sport Specific" participants will send their transcript to the District Athletic Director for approval.

Upon approval, the District Athletic Director will meet to review the approved module and the coach will be asked to provide feedback (survey) on the strengths and weaknesses of the coursework module. The District Athletic Director will complete the necessary documents acknowledging the successful completion of the coursework module. This documentation will be secured by the coach and utilized in the certification application process.

#### **V. PROGRAM COMPLETION/CERTIFICATION REQUIREMENTS**

Successful completion of 180 inservice points (consistent with the Program Requirements Section of this document), as evidenced by district inservice records, and a valid cardiopulmonary resuscitation CPR/First Aid certificate issued by the American Heart Association or the American Red Cross shall constitute program completion. The District Athletic Director's office will verify the participant's

inservice credit for adding the Athletic Coaching Endorsement to his/her Florida Educator's Certificate.

The individual seeking the Athletic Coaching Endorsement shall confer with the district's Certification Office regarding the formal application process to the Florida Department of Education.

## **VI. PROGRAM EVALUATION**

The program will be evaluated annually each spring by the Director, High Schools, Athletic Directors, and the High School Principals to determine the effectiveness of the program and needed changes.

## **VII. PROGRAM MANAGEMENT**

Evaluation design: Participants will complete all module activities and demonstrate increased competency on at least 80% of the objectives as determined by the module/course activities or a pre- and post-test.

Director of High School Education and District Athletic Director will conduct a pre and post interview for each component with participants to check the level of understanding and will sign off on the component if an acceptable level is accomplished.

In addition, each individual will complete an online survey to evaluate the overall effectiveness of the component.

## **VIII. INSERVICE COMPONENTS**

The Master Inservice Plan components that have been developed for this inservice endorsement program include: (1) a list of competencies to be attained by each participant; and (2) the assessment procedures to be followed in the attainment of competencies and the associated criteria for management and successful component completion.

- 1) Component 6414001 Care and Prevention of Athletic Injuries
- 2) Component 2011011 Coaching Theory
- 3) Component 2011012 Theory and Practice of Coaching a Specific Sport

## Athletics: Coaching Theory

**COMPONENT NUMBER:** 2-011-011

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Physical Education (011)

Local Sequence Number(s): (011)

**POINTS TO BE EARNED:** 60 maximum points per year

### **DESCRIPTION:**

This component is designed to engage participants in knowledge about legal aspects, human growth and development psycho-social development, bio-physiological foundation, sport management and sport instruction that will improve coaching effectiveness.

### **LINK(s) TO PRIORITY INITIATIVES:**

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Athletic Coaching
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

### **FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:**

Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component

**IMPACT AREA(S):**

Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

**SPECIFIC LEARNER OUTCOMES:**

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Legal Aspects
  - a. Demonstrate proficiency in understanding tort liability in athletics.
  - b. Understand the constitutional rights of student athletes.
  - c. Identify minimum necessary athletic insurance coverage(s).
  - d. Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
  - e. Understand contractual law as applied to athletic coaching.
  - f. Be cognizant of appropriate coach/athlete interpersonal relations.
  - g. Be aware of legal precedents and actions in athletic coaching.
  - h. Maintain currency in field.
2. Human Growth and Development
  - a. Demonstrate an understanding of the characteristics of student athletes.
  - b. Distinguish the experiences appropriate for student athletes at various stages of growth development.
  - c. Determine individualized, age appropriate, non-injurious training methods for student athletes.
  - d. Maintain currency in field.
3. Psycho-Social Development
  - a. Understand the psychological aspects of athletic coaching.
  - b. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.
4. Bio-Physiological Foundations
  - a. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.
  - b. Identify knowledge of biomechanical principles appropriate to athletic coaching.
  - c. Demonstrate understanding of exercise physiology as it relates to athletic coaching.
  - d. Demonstrate understanding of body composition factors related to athletic performance potential.
5. Sport Management
  - a. Understand theoretical principles and strategies for successful athletic coaching.
  - b. Understand managerial skills in use of equipment, facilities, and the deployment of personnel.
  - c. Possess budget control skills.
  - d. Knowledge of evaluation techniques.

- e. Demonstrate ethical behaviors and decision making in personal relations with others.
6. Instruction
- a. Knowledge of sound instructional strategies in athletic coaching.

#### **LEARNING PROCEDURES (Methods):**

**A: Knowledge Acquisition Workshop**

**B: Electronic - Interactive**

- **WHAT** will occur during this professional development component delivery:  
Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals using lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:
  - 1. Legal aspects of athletics
  - 2. Human growth and development
  - 3. Psycho-social development
  - 4. Bio-physiological foundations
  - 5. Sport management
  - 6. Instruction
- **HOW** will the experiences be provided to participants during this delivery:  
Activities should include not only subject matter content, but also offer appropriate teaching methods, hand-on experiences, and appropriate on-the-field and off-the-field safety precautions and procedures.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):  
Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

#### **IMPLEMENTATION/MONITORING PROCEDURES:**

**P: Participant Product related to the training or learning process**

**E: Electronic – Interactive**

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

#### **IMPACT EVALUATION PROCEDURES:**

**Staff** (Select most appropriate)

**A:** Changes in instructional or learning environment

**D:** Other changes in practices supporting effective implementation of job responsibilities

**Student** (Select most appropriate)

**D:** Observation of student performance

**Z:** Did not evaluate student outcomes due to absence of reliable, valid and measurable data



- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

- What other forms of evaluation data will be gathered:
  - a. What evaluation data addresses value of the PD design?
  - b. What evaluation data addresses quality of implementation the P D?
  - c. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

**Date approved:** July, 2012

**Department:** High School Department

**Name(s) of Component Author(s):** Jason Weeks, Marianne Robey

**Revision Date:** March 8, 2019

## Athletics: Theory and Practice of Coaching a Specific Sport

**COMPONENT NUMBER:** 2-011-012

Function: Instructional Methodology/Faculty Development (2)

Focus Area: Physical Education (011)

Local Sequence Number(s): (012)

**POINTS TO BE EARNED:** 60 maximum points per year

### **DESCRIPTION:**

Participants will acquire knowledge about basic content and recent advances in coaching of a selected interscholastic sport. Training should include skill acquisition, coaching/ teaching methods, trends, hands-on laboratory experiences, and appropriate safety precautions and procedures.

### **LINK(s) TO PRIORITY INITIATIVES:**

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Athletic Coaching of Specific Sport
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

### **FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:**

Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes
- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

**IMPACT AREA(S):**

Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

**SPECIFIC LEARNER OUTCOMES:**

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Identify the importance of selected interscholastic sport as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport.
5. Identify the strategies of individual position play in a selected interscholastic sport.
6. Exhibit a knowledge of safety practices necessary to participate in a selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
10. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
11. Identify innovative methods of organizing and administering a selected interscholastic sport.
12. Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
13. Exhibit a basic understanding and knowledge of sport medicine as it pertains to selected interscholastic sports.
14. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

**LEARNING PROCEDURES (Methods):**

**A: Knowledge Acquisition Workshop**

**B: Electronic - Interactive**

- **WHAT** will occur during this professional development component delivery:  
Laboratory activities shall consist of methods, techniques, and recommended operational procedures by qualified professionals using lectures, demonstrations, and individual/group applications. Activities will include inservice in the following:
  1. Strategies of play.
  2. Skill acquisition.
  3. Sport assessment.
  4. Sport improvement.
  5. Sport organization and management.
  6. Safety procedures.
  7. Sportsmanship/social values.

- **HOW** will the experiences be provided to participants during this delivery:

Activities should include not only subject matter content, but also offer appropriate teaching methods, hand-on experiences, and appropriate on-the-field and off-the-field safety precautions and procedures.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

#### **IMPLEMENTATION/MONITORING PROCEDURES:**

**P: Participant Product related to the training or learning process**

**E: Electronic – Interactive**

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

#### **IMPACT EVALUATION PROCEDURES:**

**Staff** (Select most appropriate)

**A:** Changes in instructional or learning environment

**D:** Other changes in practices supporting effective implementation of job responsibilities

**Student** (Select most appropriate)

**D:** Observation of student performance

**Z:** Did not evaluate student outcomes due to absence of reliable, valid and measurable data

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

- What other forms of evaluation data will be gathered:
  - d. What evaluation data addresses value of the PD design?
  - e. What evaluation data addresses quality of implementation the P D?
  - f. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to

make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

**Date approved:** July, 2012

**Department:** High School Department

**Name(s) of Component Author(s):** Jason Weeks, Marianne Robey

**Revision Date:** March 8, 2019

## **Athletics: Care and Prevention of Athletic Injuries (Sports Medicine)**

**COMPONENT NUMBER:** 6-414-001

Function: School Safety/Safe Learning Environment/School Culture (6)

Focus Area: Physical and Mental Health Issues (414)

Local Sequence Number(s): Click here to enter text. (001)

**POINTS TO BE EARNED:** 60 points maximum per year

### **DESCRIPTION:**

Participants will acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling and acquire a basis for making healthy lifestyle decisions. This component is designed to enable the participant to increase their knowledge of basic content and recent advances in care and prevention of athletic injuries, as well as the dangers and effects of drug use. This includes injury detection, injury treatment, rehabilitation, reconditioning, counseling, and injury prevention and dangers, symptoms and possible long-term effects of drug use including performance-enhancing drugs.

### **LINK(s) TO PRIORITY INITIATIVES:**

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

### **FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:**

Identify any Florida PL Standards supported by this component

- ☒ Leadership
- ☒ Professional Learning Needs
- ☒ Professional Learning Resources
- ☒ Learning Outcomes

- ☒ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the professional learning focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

#### **IMPACT AREA(S):**

Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

#### **SPECIFIC LEARNER OUTCOMES:**

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injury.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures.
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.
8. Identify accepted methods for conduct of inservice training.
9. Demonstrate an understanding of athletic injury reporting systems.
10. Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriately.
11. Acquire knowledge of the dangers and effects of drug use, including performance-enhancing drugs.
12. Maintain currency in the field.
13. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
14. State the importance of a knowledge of sports medicine as a lifelong activity.

#### **LEARNING PROCEDURES (Methods):**

**A: Knowledge Acquisition Workshop**

**B: Electronic – Interactive**

- **WHAT** will occur during this professional development component delivery:

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by certified trainers and physicians: by lectures, demonstrations, and individual/group applications. Activities will include, but not limited to, the following:

1. Application of standard first aid, as evidenced by submission of current First Aid card to instructor.
2. Cardiopulmonary resuscitation, as evidenced by submission of current CPR card to instructor.

3. Taping and wrapping techniques.
4. Conditioning and rehabilitation methods.
5. Anatomy and physiology as related to sports medicine.
6. Conference/seminars.

- **HOW** will the experiences be provided to participants during this delivery:

Activities should include not only subject matter content, but also offer appropriate teaching methods, hands-on laboratory experiences, and appropriate on-the-field, off-the-field safety precautions and procedures.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Participants should complete this course within 45 days. Participants are responsible for the registration and purchase of the courses and associated materials based on their conversation with the District Athletic Director.

#### **IMPLEMENTATION/MONITORING PROCEDURES:**

**P: Participant Product related to the training or learning process**

**R: Electronic – Interactive**

Participant product related to the training will allow the participants to show what they have learned in the training. Participants will be asked to create scenarios to explain how they would address situations that occur. Some of the activities could also be done electronically in a facilitated online course.

#### **IMPACT EVALUATION PROCEDURES:**

**Staff** (Select most appropriate)

**A:** Changes in instructional or learning environment

**D:** Other changes in practices supporting effective implementation of job responsibilities

**Student** (Select most appropriate)

**D:** Observation of student performance

**Z:** Did not evaluate student outcomes due to absence of reliable, valid and measurable data

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

To the satisfaction of the consultant, each individual will complete assigned activities and demonstrate competency on at least 80% of the objectives, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC. Participants will also submit copies of current First Aid card and CPR card to instructor.

- **Who will use the evaluation data gathered?**

The District Athletic Director and school administrators will use the evaluations data to determine if the participants are using the methods and strategies presented in this component to keep students safe and healthy. Ongoing observations and discussions with the participants as well as students will help administrators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**



- What other forms of evaluation data will be gathered:
  - g. What evaluation data addresses value of the PD design?
  - h. What evaluation data addresses quality of implementation the P D?
  - i. Who will use these aspects of PD evaluation data?

In addition to data collected above, periodic checks of student injuries and performance will be done to make sure that correct procedures and policies were followed during class, practice and games. Any concerns or questions will be address through the school administrator and the District Grade Level Director.

**Date approved:** July, 2012

**Department:** High School Department

**Name(s) of Component Author(s):** Jason Weeks, Marianne Robey

**Revision Date:** March 8, 2019