



## A PROFILE OF ATHLETIC ADMINISTRATION

The NIAAA champions the profession of athletic administration through educational opportunities, advocating ethics, developing leaders and fostering community.





# A PROFILE OF ATHLETIC ADMINISTRATION



## MISSION STATEMENT

The National Interscholastic Athletic Administrators Association preserves, enhances and promotes the educational values of interscholastic athletics through the professional development of its members in the areas of education, leadership, and service. The NIAAA's commitment to leadership programs, resources and services support the athletic administrator's efforts in providing quality athletic participation opportunities for students. The NIAAA promotes a positive working relationship with state athletic administrator and State and national athletic/activity associations in addition to developing strategic alliances with other education based agencies.



Published by the National Interscholastic Athletic Administrators Association  
9100 Keystone Crossing, Suite 650 Indianapolis, IN 46240; 317-587-1450; [www.niaaa.org](http://www.niaaa.org)

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## PURPOSE

The interscholastic athletic program is vital to the positive social, physical and educational development of students. The athletic administrator is responsible for ensuring that the athletic program functions as an integral part of the total curriculum. Athletics offer opportunities to serve the school, develop good will, promote self-realization with mental and emotional growth and encourage the qualities of good citizenship. Annual participation in interscholastic athletics is over 7.6 million students, and with it comes the need to ensure that the programs support the academic mission of the school. The programs are not a diversion, but rather, an extension of the regular classroom. The greatest challenges facing an interscholastic school administrator is the planning, development, coordination and supervision of extra-curricular programs. The athletic administrator position requires a wide range of abilities to properly accomplish this role. The purpose of this document is to provide a clear description of athletic administration in today's ever-changing school environment.





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## INTRODUCTION

The role of the athletic administrator has changed dramatically over the decades of school sport implementation and growth, and has evolved as a significant professional leadership position in schools throughout the United States, as well as Canada and internationally. Interscholastic athletics have shown an increase in programs, participation numbers and coaching opportunities over the last quarter of a century; growth that is expected to continue in the twenty-first century. The impact of local, regional and national media requires that professionals manage the immediacy of information and outcomes. In 2011-12, over 7.6 million students participated in interscholastic sports, and continuous increase has been shown during the past few years. Employment of coaches and related workers is expected to increase by 23% from 2008 to 2018, a much faster rate than the average for all other occupations (Bureau of Labor and Statistics, 2009, p. 324).

Athletic administration requires a significant amount of sport law knowledge, leadership skills and effective communication, assisted and acquired through years of experience at various involvement levels of athletics. No longer are the responsibilities of the athletic administrator limited to scheduling contests, transportation, officials and workers; purchasing equipment and facility preparation. Roles and responsibilities surpass the scope of past generations and currently promote coaches' education, student health, risk management, social impact, ethical considerations, as well as sound training principles and conduct codes. Administrative duties extend beyond the school district to state, professional, conference and league cooperative efforts and policy enforcement pertaining to eligibility, tournament playoffs, certification, and budget. It is essential within the educational framework of interscholastic sports that administrators serve as positive role models and expect from everyone a high degree of teamwork, integrity and fostering a strong work ethic.

With such societal demands, it is imperative that those serving interscholastic sports programs as practitioners and policy makers are fully prepared to meet the educational challenges of their position. We welcome you to take a closer look at athletic administration as a profession; how it should be developed, supported and assessed.



# PART I: THE ROLE OF ATHLETIC ADMINISTRATOR

## Management and Leadership

The basic role of the athletic administrator is to provide leadership to the overall athletic program, as well as to manage the details necessary for its successful day-to-day operation. The athletic administrator establishes the professional expectations and provides vision.

According to Rallis and Highsmith, “In a good school, management and leadership exist simultaneously. Management means keeping the nuts and bolts in place and the machinery running smoothly. Leadership means keeping sight of long-term goals and steering in their direction. If the machinery breaks down, the job of the leader . . . becomes vastly more complicated and difficult. On the other hand, a well-oiled machine can continue to operate without a leader, but it may never get anywhere . . .” Warren Bennis has well stated, “Managers are people who do things right; leaders are people who do the right thing.”

Good management skills yield efficient operations. The prime commitment of the athletic administrator as a skillful manager must be that of a facilitator. The athletic administrator attempts to ease the coaches’ load of administrative detail to allow each coach to focus his or her time and energy on guiding and motivating student-athletes and teams to achieve to their potentials.

The management role of the athletic administrator may be the most varied of all school administrators. The on-going tasks of scheduling, procuring and expending funds, contest management, hiring and evaluating personnel, facility management, conflict management, etc.; combined with the constant interruption characterized by the job demand that the athletic administrator possess a high degree of patience and multi-tasking skills. Management competency is a prerequisite in the attainment of the credibility necessary to be an effective leader.

As we move through the early years of the 21st century, the leadership phase of athletic administration becomes paramount. Issues of athletic specialization, alcohol and substance abuse and performance enhancing drugs, and loss of academic perspective necessitate a strong leader to keep the athletic program forthright and sound educationally within the total school setting.

To be an effective leader the athletic administrator must have a vision for the total program, with a primary focus being the student’s overall development. The philosophy of the athletic program should be in harmony with the mission of the National Interscholastic Athletic Administrators Association (NIAAA), National Federation of State High School Associations (NFHS), state athletic administrator associations, state athletic athletic/activity associations, state and local boards of education, and the individual school. That vision must be translated by the athletic administrator into program goals and high expectations for coaches, student-athletes and administrators. These must be articulated clearly and repeatedly to student-athletes, coaches, parents and the school community.

The effective athletic administrator creates a climate that supports progress toward the established goals and expectations, continuously monitors and assesses progress, and intervenes in a supportive and corrective manner when necessary. Effective leaders transform vision into reality through daily practices in which their actions underscore their words.

Since the athletic administrator deals with a wide variety of people and situations in decision-making, he or she must be proficiently knowledgeable in varied leadership styles. It is the athletic administrator who must be the model in standing up for what is right, and making decisions in the best interest of student-athletes.

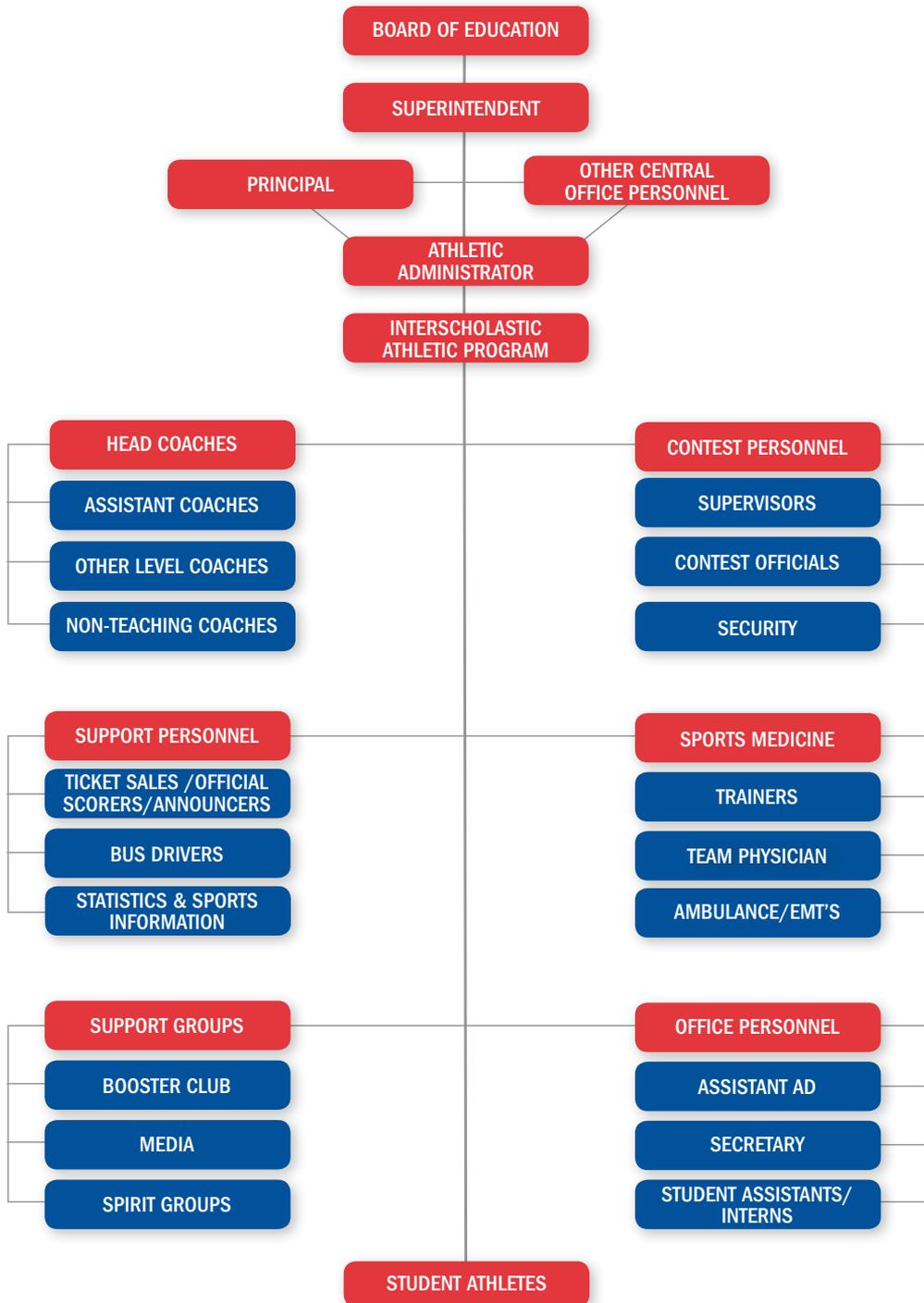
## **Recommendations and Qualifications**

The position of athletic administrator is of paramount importance in ensuring that the activities are coordinated with the regular school curriculum and to provide a well-rounded and meaningful educational experience. Therefore, the NIAAA strongly recommends this be a full-time administrative position. It is also recommended that the minimum qualifications for athletic administrator should include:

- A task-oriented individual who is committed and dedicated to education based athletics for all students.
- A person with a varied knowledge of sports, and experience in coaching.
- An individual with an undergraduate degree in education, as well as some measure of administrative background.
- Certification from the NIAAA is highly recommended. This would include either a RAA, RMSAA, CAA or CMAA designation (see Professional Development section).
- If the individual has coursework toward an advanced degree or academic certification in athletic administration, it would greatly enhance the position.
- Some experience in finance, budget preparation and fund raising would be a great addition to any individual serving in this position.
- Able to communicate effectively with wide variety of constituents.
- NIAAA and state athletic administrator association membership.

An athletic administrator has the responsibility to provide positive direction to the athletic program, and thus should be a visionary who leads and does more than simply manage.

## Flow Chart of Authority



## **Code of Ethical and Professional Standards**

### **Prologue: Why a Code of Ethics for Athletic Administrators?**

The athletic administrator is, an educational-leader who oversees one of the most visible and scrutinized aspects of the school community. Athletic administrators understand that athletics as an extension of a dynamic educational program. As a result, this serves as a guide to support the day-to-day decision making of an athletic administrator. It clarifies the mission, values and principles of educational-athletics and how they translate into everyday decisions and actions.

### **The Interscholastic Athletic Administrator is committed to the student-athlete:**

- Develops and maintains a comprehensive education-based athletic program which seeks the highest development of all participants, and which respects the individual dignity, self-worth, and safety of every student-athlete.
- Considers the health and well-being of the entire student body as fundamental in all decisions and actions.
- Supports the principle of due process, protects the civil and human rights of all individuals, and endeavors to understand and respect the values and traditions of the diverse cultures represented in the respective school community.
- Strives to provide inclusive education-based athletic programs which provide participation opportunities for student-athletes of all abilities and backgrounds.

### **The Interscholastic Athletic Administrator is committed to education-based athletics:**

- Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program and enhance the learning process.
- Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
- Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.
- Acts impartially in the execution of basic policies and in the enforcement of the local, district, state and national governing body's rules and regulations.

### **The Interscholastic Athletic Administrator is committed to the profession:**

- Fulfills professional responsibilities with honesty, integrity and a commitment to equity and fairness.
- Upholds the honor of the profession in all relations (both personal and digital) with students, colleagues, coaches, contest officials, members of the media, administrators, and the public.
- Improves the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national professional development programs including, but not limited to, the NIAAA Leadership Training Institute and Certification Program.
- Avoids using their position for personal promotion. Leads by helping others achieve their goals.

## PART II: PROFESSIONAL DEVELOPMENT

### Overview

Few could argue with the view that more is expected from today's athletic administrator than ever before. State mandates and budget challenges, along with greater accountability at all levels, point to the fact that continuous professional and personal improvement is not optional, but required. How do athletic directors improve their ability to meet the growing list of needs of student-athletes, coaches, upper-level administration, parents and other community members? The most frequent answer is professional development.

Professional development can be defined as a process of keeping current and learning in this area of expertise, while strengthening the specialized knowledge and skills necessary.

Therefore, today's athletic administrator must take every opportunity to gain education, training and knowledge in all areas that affect his or her Institute and its participants. The athletic administrator can and should use multiple options to accomplish this purpose, including university-taught graduate classes, online classes, web courses, seminars and conferences sponsored by the NIAAA or state association. Also, professional books, journals and other materials are made available by the NIAAA.

Two particular NIAAA-sponsored programs that lend themselves well to professional development are the NIAAA Leadership Training Institute (LTI) and the NIAAA Certification Program. The NIAAA Leadership Training Institute is a professional development education program established in 1996 that has grown to a curriculum of 30 available courses. The NIAAA and its programs are accredited by North Central Association CASI.

### NIAAA Leadership Training Institute

#### LTI Objectives:

- To promote the professional growth of athletic administrators and support the profession
- To provide an opportunity for athletic administrators to participate in the national professional organization with activities directed exclusively to high school and middle school athletic administrators
- To provide education institutes pertinent topics as a resource tool for athletic administrators
- To promote quality in all accredited classes conducted at the national, state, regional and local levels

#### LTI Benefits:

- The Leadership Training Institute will prepare the athletic administrator to function more efficiently and professionally within his or her local school and community
- Athletic administrators will be presented the best athletic administration practices of today, which will empower them to offer the best and safest programs possible for their students

## LTI Courses Currently Available:

### FOUNDATION COURSES

- LTC 501** Athletic Administration: Philosophy, Leadership Organizations and Professional Development

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- LTC 502** Athletic Administration: Principles, Strategies and Methods

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- LTC 504** Athletic Administration: Legal Issues I (Risk Management)

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- LTC 506** Athletic Administration: Legal Issues II (Title IX, Sexual Harassment)

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- LTC 508** Athletic Administration: Legal Issues III – (Hazing, ADA, Employment Law)

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- LTC 511** Athletic Administration: Concepts and Strategies for Interscholastic Budgeting and Finance (Using Excel Spreadsheets)

### OPERATIONS AND MANAGEMENT COURSES

- LTC 608** Athletic Administration: Management Strategies and Organization Techniques

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- LTC 611** Athletic Administration: Concepts and Strategies for Interscholastic Marketing, Promotions and Supplemental Fund-Raising

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- LTC 612** Athletic Administration: Technology I – Basic Computer Application

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- LTC 613** Athletic Administration: Technology II – Advanced Computer Application Skills

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- LTC 614** Athletic Administration: Technology III – Enhancing Public Presentations.

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- LTC 615** Athletic Administration: Athletic Field Management

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- LTC 616** Athletic Administration: Management of Indoor Physical Plant Assets

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- LTC 617** Athletic Administration: Administration of Interscholastic Sports Medicine Institutes

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- LTC 618** Athletic Administration: Management of Interscholastic Athletic Player Equipment

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- LTC 619** Athletic Administration: The Power of Curb Appeal

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- LTC 620** Athletic Administration: Concussion Assessment and Management, and the Proper Fitting of Athletic Protective Equipment

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- LTC 621** Athletic Administration: Synthetic Fields, Design & Construction Components

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- LTC 622** Athletic Administration: Sports Field Safety

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- LTC 625** Athletic Administration: Management of Game and Event Announcing

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- LTC 626** (Available Soon – Student Health Issues)

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- LTC 627** Athletic Administration: Administration of Interscholastic Sports Strength & Conditioning Programs

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- LTC 628** (Available Soon – Sport Strength and Conditioning Program II)

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- LTC 630** Athletic Administration: Interscholastic Contest Management – Planning, Preparation and Methods



## LEADERSHIP COURSES

- LTC 700** Athletic Administration: Administration of Middle School Athletic Institutes
- 
- LTC 701** Athletic Administration: Administration and Application of Middle School Athletic Institutes
- 
- LTC 703** Athletic Administration: Student Centered Educational Athletics – Performance Beyond the X's and O's
- 
- LTC 705** Athletic Administration: Coach Centered Educational Athletics – A Character Based Coach to Coach mentoring Institute
- 
- LTC 707** Athletic Administration: Assessment of Interscholastic Athletic Institutes and Personnel
- 
- LTC 709** Athletic Administration: Leadership, Management, Supervision and Decision-Making in Interscholastic Sports Institutes
- 
- LTC 710-A** Athletic Administration: Current Issues in American Sports
- 
- LTC 710-B** Athletic Administration: Current Issues in American Sports
- 
- LTC 714** Athletic Administration: Dealing With Challenging Personalities
- 
- LTC 719** Athletic Administration: Leadership, Management/Supervision and Decision Making Concepts, Methods and Applications (2009 Release – Split of former 709)
- 
- LTC 720** Athletic Administration: Community Centered Educational Athletics – A Character Based Approach to Identifying and Unifying the Whole Team
- 
- LTC 721** Athletic Administration: Positive Sporting Behavior-For the Love of the Game
- 
- LTC 723** Athletic Administration: Administration of Professional Growth Institutes For Interscholastic Athletics Personnel
- 
- LTC 724** Athletic Administration: Stress Management Methods, Techniques and Systems
- 
- LTC 790** Athletic Administration: Leadership Training Instructional Methods and Techniques
- 
- LTC 799** Athletic Administration: Standards of Excellence in Interscholastic Athletic Institutes

(List of courses current through 2012)

## The NIAAA Athletic Administrator Certification Program lists the following objectives and benefits:

### Certification Objectives:

- To promote professional standards, practices and ethics
- To encourage self-assessment by offering guidelines for achievement
- To improve performance by encouraging participation in a continuing program of professional growth and development
- To identify levels of educational training essential for effective athletic administration
- To foster professional contributions to the field
- To maximize the benefits received by the school community from the leadership provided by certified athletic administrators

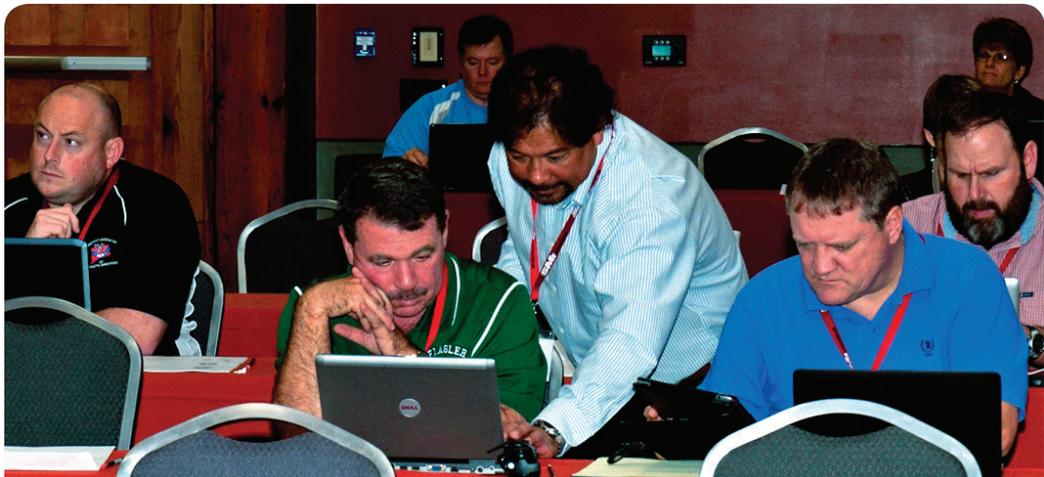
### Certification Benefits:

- Develops a sense of personal and professional satisfaction
- Demonstrates a commitment to excellence in the profession
- Provides growth of professional knowledge and expertise
- Enhances the perception of the profession
- Increases the potential for employment opportunities or professional incentives
- Participates in a nationally registered certification program

### Certification Requirements:

#### Registered Athletic Administrator (RAA)

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF)
- Completion of NIAAA Leadership Training Courses 501 & 502. College and University course work will only be accepted when the curriculum incorporates the entire content of the required Leadership Training Course. Candidate must provide a copy of all course completion certificates with PDF.
- Obtain the verifying signature of a sponsor (athletic administrator, principal, superintendent, graduate school professor or state athletic administrators association executive director)
- Read and abide by the NIAAA Code of Ethics



**Registered Middle School Athletic Administrator (RMSAA)**

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF)
- Completion of NIAAA Leadership Training Institute Courses LTC 501 and 502, LTC 504, LTC 700, LTC 701. College and University course work will only be accepted when the curriculum incorporates the entire content of the required Leadership Training Course. Candidate must provide a copy of all course completion certificates with PDF.
- Obtain the verifying signature of a sponsor (athletic administrator, principal, superintendent, state athletic director association executive director, or state athletic/activities association director)
- Read and abide by the NIAAA Code of Ethics

**Certified Athletic Administrator (CAA)**

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF)
- Two (2) or more years of experience as an athletic administrator
- Employed by (or retired from) a school, school district or state athletic administrators association, or state athletic/activities association in such capacity that the administration of interscholastic athletics is (was) among one's job responsibilities
- Completion of NIAAA Leadership Training Courses 501, 502 504 & 506. College and University course work will only be accepted when the curriculum incorporates the entire content of the required Leadership Training Course. Candidate must provide a copy of all course completion certificates with PDF.
- Obtain the verifying signature of a principal, superintendent or state athletic administrators association executive director, or state athletic/activity association director.
- Successfully complete CAA examination
- Read and abide by the NIAAA Code of Ethics

**Provisional CAA Certificate**

*(Designed to put a candidate with less than 2 years' experience on course for earning a CAA)*

- Bachelor's Degree, or higher from an accredited institution.
- Approval of a completed Personal Data Form (PDF).
- Two (2) or more years of experience as an interscholastic athletic administrator.
- Employed by (or retired from) a school, school district, state athletic administrators association or state athletic/activities association in such capacity that the administration of interscholastic athletics is (was) among one's job responsibilities.
- Completion of NIAAA Leadership Training Courses 501, 502 504 & 506 (College and University course work will only be accepted when the curriculum incorporates the entire content of the required Leadership Training Course(s)).
- Candidate must provide a copy of college diploma and all LTI course completion certificates with the Personal Data Form (PDF).
- Obtain the verifying signature of a supervisor (Senior Administrator).
- Read and abide by the NIAAA Code of Ethics
- 130 POINTS are attainable within the CAA Personal Data Form and a MINIMUM of 65 POINTS are required to qualify to sit for the CAA exam.
- Candidate must score 75% or higher on the CAA exam.

**Certified Master Athletic Administrator (CMAA)**

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF) Employed by (or retired from) a school, school district, state athletic administrator association or state athletic/activities association in such capacity that the administration of interscholastic athletics is (was) among one's job responsibilities
- All requirements and PDF points earned since CAA designation, except for leadership training courses
- Submission of supporting documentation
- Completion of NIAAA Leadership Training Courses 501, 502, 504 506 & 508. College and University course work will only be accepted when the curriculum incorporates the entire content of the required Leadership Training Course. Candidate must provide a copy of all course completion certificates with PDF.
- Completion of minimum of six (6) LTP electives (three courses from the operations and management (600s) category and three courses from the leadership category (700s).
- Completion of a graduate level written project
- Obtain the verifying signature of a principal, superintendent, state athletic administrators association executive director, or state athletic/activity association director.
- Read and abide by the NIAAA Code of Ethics



## PART III: EVALUATION OF THE ADMINISTRATION

### Goals and Objectives

#### GOAL I

The high school athletic administrator shall establish an athletic program that ensures a cooperative, supportive and participative environment for all students, coaches, faculty and parents.

#### Objectives:

- Establish an atmosphere that ensures open lines of communication through regular coaches meetings and meetings with selected school and community groups.
- Develop a procedure for confidential discussion of challenges and possible solutions.
- Inform parents and athletes of the participation requirements, expectations, appeal procedures, benefits of participation, as well as potential or inherent dangers of participation.
- Establish open lines of communication with the community that promote and foster understanding, cooperation and support of the athletic program.

#### GOAL II

The high school athletic administrator shall be visionary and innovative, and will create the short and long-range goals for the school athletic program in cooperation with the students, coaches, community, board of education, state association, and the NIAAA.

#### Objectives:

- To keep abreast of current research regarding all components of high school athletic programs.
- To assess needs of the athletic program through various means which identify and prioritize school and community expectations.
- To develop plans which systematically address (respond to) the assessed needs.
- To harness community and school district resources.
- To initiate and implement plans of action.
- To evaluate progress and outcomes.



### GOAL III

The high school athletic administrator shall provide leadership that is proactive and positive. This leadership will place utmost emphasis on the physical, mental and social benefits of interscholastic athletics to the student-athlete.

#### Objectives:

- Provide in-service education and information for coaches using positive reinforcement to enhance the participation experience of all student-athletes.
- Provide a positive atmosphere in which athletes practice and compete.
- Encourage moral and positive behavior by coaches, student-athletes and community.
- Anticipate difficult situations and problems and strive to resolve them by developing a plan of action that addresses immediate, as well as future needs.
- Ensure a safe and orderly environment.
- Formation, implementation, evaluation of an emergency action plan, as well as safety pre-planning.

### GOAL IV

The high school athletic administrator will successfully perform and show accountability for managerial functions that reflect knowledge and organizational competence.

#### Objectives:

- Devise and prepare a plan for facility assessment, maintenance and improvement.
- Coordinate with other administrators on the qualifications, job description, expectations, hiring and evaluation of athletic personnel.
- Provide a system to conduct safety checks on all facilities, equipment and teaching techniques.
- Provide a system for recognition of student-athletes and coaches for their contributions and achievements.

## GOAL V

The high school athletic administrator, with the cooperation of the coaching staff, shall provide an athletic program for students that promotes positive sportsmanship and citizenship.

### Objectives:

- Develop and implement a student-athlete code of conduct.
- Ensure that requirements for participation are based on high expectations for good citizenship.
- Promote good sportsmanship, fair play and a commitment to ethical behavior.
- Emphasize the need to demonstrate a genuine respect for others.

## GOAL VI

The high school athletic administrator shall be responsible for ensuring that all policies and rules of the NFHS, the state high school athletic/activity association, the board of education and the school administration are listed, updated and adhered to.

### Objectives:

- Inform all coaches of rules and regulations pertaining to the conduct of the athletic programs, e.g., handbook, in-service programs, publications, updates, and ensuring that they are thoroughly understood.
- Develop a procedure to notify parents and student-athletes of all rules/regulations that apply to their participation and attendance.
- Keep abreast of changes and modifications to existing rules/regulations, and communicate those changes appropriately.
- Enforce the rules/regulations with established actions/penalties that are clearly stated and provided to all parents, student-athletes and coaches.



## Administrative Responsibilities

- Grow professionally through Leadership Training Institute courses, achieving NIAAA certification, becoming involved in local, regional, state and national opportunities, and through writing and teaching.
- Provide leadership for the athletic department while placing emphasis and perspective on its educational role in the school.
- Assist the principal in securing competent personnel for athletic staff. Seek to have input in the interview process and the selection of staff.
- Prepare and monitor a calendar of school athletic events. Communicate this calendar and a list of activities to all facets of the school.
- Assign facilities for all school athletic practices, contests, activities and community usage.
- Attend as many contests, meets and events as possible, making sure all are supervised properly.
- The athletic administrator should participate in the entire school program offering.
- Transmit all pertinent information for state association and conference/league competition to the principal and coaches.
- Arrange school approved transportation for athletic events.
- Pro-actively resolve conflicts that may develop affiliated with the athletic department.
- Act as a tournament manager for league/ conference and tournament playoff activities that are assigned to the school district.
- Provide a system to maintain pertinent and permanent records for each sport.
- Establish procedures for the supervision, development and proper use of the athletic training room.
- Plan and supervise all athletic awards programs with the cooperation of the booster club, coaches and other administrators.
- Coordinate with the maintenance department the repair and care of athletic fields, tracks, pools, courts, courses and gymnasiums.
- Coordinate the organization and operation of the media areas providing information and service.
- Attend and serve as school liaison at athletic booster club meetings.
- Serve as the liaison between the coaches and the athletic booster club.
- Assist the administration in the distribution of complimentary passes for the school district. Check the school district's policy regarding implementation.
- Coordinate the annual review of the athletic policy, student code and staff handbook.
- Evaluate the program, always seeking ways to improve interscholastic athletics opportunities.
- Prepare and monitor contest contracts, if appropriate.
- Emphasize to coaches the need for professional appearance, language and conduct.
- Examine all equipment and facilities before use.
- As the host, provide dressing rooms and hospitality for visiting teams and game officials.
- Keep informed of the rules and regulations of the total athletic program school district and state association.
- Serve as financial manager for the athletic department in all areas of spending and income.
- Perform such other duties as the principal and/or superintendent of schools may direct.
- Utilize and monitor technology as a tool of the department
- Lead with a philosophy of education based athletics
- Oversee the hiring and communication with contest officials
- Be the bridge of information regarding sports law, and state and federal law, regarding interscholastic athletics, best practices and facilities.
- Promote coaches education and certification

## Specific Duties

### In conjunction with the coach:

- Prepare rosters.
- Prepare regular game eligibility lists as required by the state association.
- Evaluate each athlete's grades at the end of each grading period.
- Secure parents' consent, physical, drug testing and insurance forms from all participants.
- Promote the continuing education of the coaching staff.
- Inform all coaches of all conference/league rules and regulations.
- Establish a written policy for awards with each specific coach.
- Enforce all state association regulations.
- Prepare all reports for state and conference/league associations within the proper time limits.
- Prepare entry list for tournaments and meets.
- Supervise and observe coaching.
- Maintain proper communication levels with coaches.
- Provide a system for evaluation and professional growth of coaches.

### Secure all needed personnel for the operation of the athletic program, including:

- |                  |                        |                     |
|------------------|------------------------|---------------------|
| • Game officials | • Security             | • Custodians        |
| • Announcers     | • Supervisors          | • Concessions       |
| • Timekeepers    | • Ticket sellers       | • Support personnel |
| • Scorekeepers   | • Ticket takers        | • Medical coverage  |
| • Trainers       | • Scoreboard Operators | • Specialty Workers |

### Coordinate and supervise all special events related to the athletic program to include:

- |                     |                                   |                          |
|---------------------|-----------------------------------|--------------------------|
| • Athletic banquets | • Pep rallies                     | • Special events         |
| • Awards nights     | • Gymnasium assemblies            | • Promotional activities |
| • Fund raising      | • Contest intermission activities | • Pre-season meetings    |

### Develop the operational budget and financial procedures to include:

- Preparation and supervision of the athletic budget process.
- Direct the sale of tickets for all athletic contests along with appropriate accounting of funds.
- Prepare and issue all vouchers/purchase orders for disbursement of funds from the athletic budget.
- Monitor fund raising activities in relation to state law and district policy.

**Procurement and care of equipment:**

- Provide a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches.
- Establish procedures for proper use of materials, supplies and equipment.
- Oversee and approve athletic purchases, including:
  - Maintaining a accurate inventory
  - Prioritizing needs
  - Providing a system for ordering equipment.

**Serve as the school representative for the following:**

- Local athletic council
- Conference/League meetings
- State athletic association
- State athletic administrator association meetings
- National Interscholastic Athletic Administrators Association membership and services

**Develop community relations:**

- Create positive publicity through print media and technology for all school athletic programs.
- Supervise all radio, television and streaming broadcasts.
- Coordinate the use of all athletic facilities by groups outside the school.
- Arrange for medical and safety emergency personnel and procedures for all home athletic events.
- Send reminders of upcoming events to schools, game officials, workers and news media.
- Supervise and coordinate activities of cheerleaders with the athletic program.
- Coordinate participation of school band and choral department performances with the athletic program.

**Implement prudent legal procedures:**

- Maintain proper records, which include player medical examinations, insurance forms, participation records, parent-consent forms, payments, etc.
- Maintain records, which verify coaches' qualifications, background and certification as necessary.
- Maintain an inventory of equipment relating to safety and certification, and recommend appropriate repair or replacement.
- Maintain a perpetual inventory of facilities' safety evaluations and recommend appropriate changes.
- Provide a system for approved means of transportation to and from contests and practices.
- Maintain record of athletic disciplinary actions based on student participation code.
- Interpret rules and regulations regarding academic eligibility of all candidates for athletic teams and verify their eligibility.
- Develop a program based on state and federal law and legal Interpretation including Title IX, ADA, and students with disabilities.



## **Procedures for Evaluating the Performance of the Athletic Administrator**

### **Determine who is included in the evaluation process.**

- District educational leaders
- Building educational leaders
- Self evaluation
- Input from coaching staff
- Combinations

### **Define the purpose of the evaluation.**

- To collect a broad sample of overall performance
- To gather specific information on individual strengths and weaknesses
- To promote individual or program improvement
- To demonstrate accountability
- To provide a forum to open lines of communication

### **Establish desired outcomes.**

- Improve individual performance
- Improve program performance
- Professional growth
- Review job status
  - Promotion or advancement
  - Transfer or dismissal

### **Determine what competencies are to be evaluated.**

- Communication skills
- Leadership skills
- Management skills
- Public relations skills
- Program objectives
- Overall job performance

### **Select or design an instrument for evaluation**

- Performance narrative
- Performance checklist
- Self-Evaluation
- Rating scale
- Combinations
- Likert

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**For available Sample Evaluation Instructions contact the NIAAA office: 317-587-1450.**

## NIAAA Athletic Administrator Effectiveness Rubric

**Domain 1: Professionalism • 12 items / Weight: 30**

**Domain 2: Administrative Responsibilities • 26 items / Weight: 30**

**Domain 3: Sport Specific Duties • 14 items / Weight: 40**

**Domain 4: Core Professionalism • 4 items / Weight: Rise Domain 4**

EACH ITEM IN DOMAINS 1, 2 AND 3 OF THE EVALUATION INSTRUMENT WILL RECEIVE A RANKING FROM THE OPTIONS OF:  
**HIGHLY EFFECTIVE • EFFECTIVE • IMPROVEMENT NECESSARY • INEFFECTIVE**

### Domain 1: Professionalism

- 1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

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- 1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

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- 1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations.

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- 1.4 Implements prudent legal procedures. – Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

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- 1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

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- 1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

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- 1.7 Supports the principle of due process and protects the civil and human rights of all individuals.

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- 1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.

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- 1.9 Fulfills professional responsibilities with honesty and integrity.

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- 1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.

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- 1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.

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- 1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

### Domain 2: Administrative Responsibilities

- 2.1 Provides leadership for the athletic department and places it in the proper educational perspective.

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- 2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists and participates in scheduling of all interviews.

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- 2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

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- 2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

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- 2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

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- 2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

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- 2.7 Arranges school board approved transportation for athletic events.

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- 2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.

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- 2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

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- 2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.

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- 2.11 Establishes procedures for the supervision and use of the training room.

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- 2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. – Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.

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- 2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.
- 
- 2.14 Coordinates the organization and operation of the press boxes.
- 
- 2.15 Attends and serves as school liaison at athletic booster club meetings.
- 
- 2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.
- 
- 2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.
- 
- 2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.
- 
- 2.19 Prepares and obtains signed game contracts.
- 
- 2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.
- 
- 2.21 Completes accurate financial records.
- 
- 2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.
- 
- 2.23 Keeps informed of the rules and regulations of the total athletic program.
- 
- 2.24 Informs the school board about program directions, problems and achievements.
- 
- 2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.
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- 2.26 Performs other duties as the principal and/or district administrator may direct.
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- Domain 3: Sport Specific Duties**
- 
- 3.1 Attends as many contests, meets and events as possible (home and away).
- 
- 3.2 Examines all equipment and facilities before use.
- 
- 3.3 Provides dressing rooms for visiting teams and game officials.
- 
- 3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.
- 
- 3.5 Evaluates each athlete's grades at the end of each grading period.
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- 3.6 Secures parent consent cards, physical cards and medical forms from all participants.
- 
- 3.7 Informs all coaches of all conference and state rules and regulations.
- 
- 3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.
- 
- 3.9 Supervises and observes coaching and maintains proper rapport with coaches.
- 
- 3.10 Provides a system of evaluation and professional growth of coaches.
- 
- 3.11 Secures all needed personnel for the operation of the athletic program. – Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.
- 
- 3.12 Develops the operational budget and financial procedures for each sport. – Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.
- 
- 3.13 Procures and maintains equipment. – Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.
- 
- 3.14 Develops community relations. – Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program

**EVALUATOR SELECTS THE APPROPRIATE RESPONSE FROM EITHER THE LEFT OR RIGHT COLUMN.**

**Domain 4: Core Professionalism**

**1 Attendance**

**Meets Standard**

Individual has not demonstrated a pattern of unexcused absences

**Does Not Meet Standard**

Individual demonstrates a pattern of a pattern of unexcused absences

**2 On-time Arrival**

**Meets Standard**

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) bargaining agreement)

**Does Not Meet Standard**

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

**3 Policies and Procedures**

**Meets Standard**

Individual demonstrates a pattern of following state, corporation and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

**Does Not Meet Standard**

Individual demonstrates a pattern of failing to follow state, corporation and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

**4 Respect**

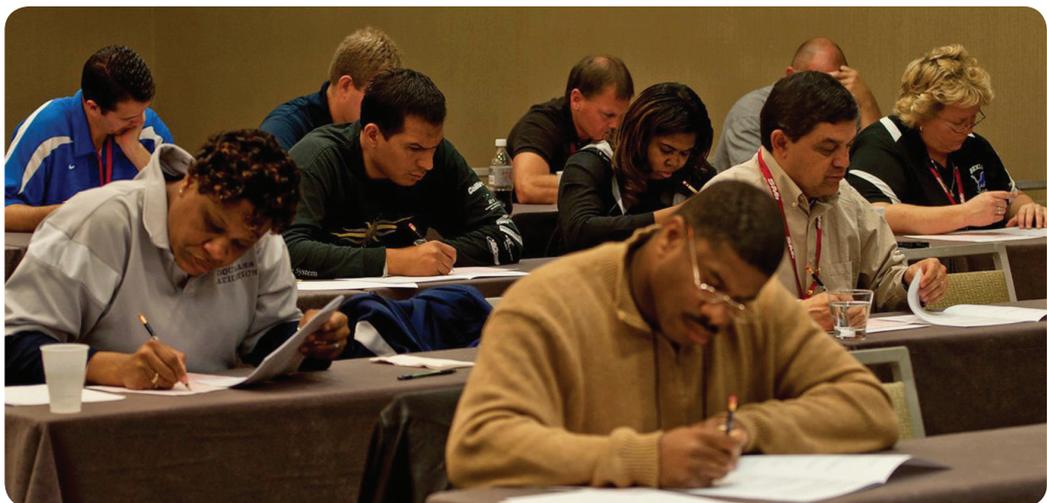
**Meets Standard**

Individual demonstrates a pattern of interacting with students, colleagues parents/ guardians and community members in a respectful manner

**Does Not Meet Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians and community members in a respectful manner

Pike Township SD, Indianapolis



## PART IV: EVALUATION OF THE ATHLETIC PROGRAM

### The Scope of the Athletic Program

The value of an interscholastic athletic program cannot be measured simply in terms of wins and losses. A school athletic program is one that provides student-athletes the opportunity to experience individual growth and development, both physically and mentally. Athletic programs should allow athletes the chance to accept personal responsibility for success and failure, and to recognize the limitations and strengths of both. Each sport's program should promote such areas as motivation, self-discipline, sportsmanship, loyalty, leadership, sacrifice, extra effort and a positive attitude.

Success is important in the development of a positive self-image. However, more important than success itself is an attitude of eagerness, readiness and confidence to face and overcome adversity.

It is important for everyone to realize that participation in an athletic program is not the right of all students. It is a privilege that is afforded to those individuals who possess the ability, work ethic, cooperative spirit and desire to represent their school and community. Athletic programs require higher standards and expectations in the area of academics, citizenship, training and rules.

Research confirms that there is a direct correlation between success later in life and participation in activity programs such as interscholastic athletics. Therefore, every school system should strive to provide the best athletic programs possible with numerous participation opportunities. Interscholastic athletic programs are an integral part of the total educational program, with the purpose of providing educational experiences not otherwise provided in the curriculum.

The following pages identify specific components of a well-rounded athletic offering and suggest questions that may assist in the evaluation of an overall athletic program.

### Keep Winning in Perspective

It is important to keep winning in its proper perspective as well as learning how to accept defeat. Striving to win is more acceptable than winning at all costs. Winning in today's society is important to athletes, parents and coaches, but the administration should not use winning as the primary criterion for determining an outstanding athletic program. Overemphasis on winning could produce a "win-at-all-costs" attitude that is harmful to the development of student-athletes as well as the community perspective.

A major goal of every athletic program for its athletes, coaches, fans and administration is to compete in every contest with the utmost class and integrity. Learning to win with honour, or accepting defeat are major components of interscholastic athletics.

## Academic Support

An excellent athletic program complements the school's mission to achieve academic excellence. Athletics can be an integral part of the total educational process and should help support the school's mission. Participants should be considered student-athletes, rather than just students or just athletes. The coaching staff should keep constant watch on the development of student-athletes in the classroom, as well as in the athletic arena.

### Key questions to consider:

- Does the school specifically recognize those student-athletes who perform well both athletically and academically with scholar-athlete awards?
- Do coaches monitor the student-athletes' classroom progress?
- Is help provided to student-athletes in need of academic assistance?
- Are potential college-bound athletes educated concerning the NCAA Eligibility Center? Does the counseling department keep up with NCAA academic requirements? [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Do students feel an importance placed on their academic success?
- Are parents and students made aware of the online version of NCAA Guide for the College-Bound Student-Athlete?

## Sportsmanship/Citizenship

High school athletic programs have more participants and spectators than ever before. It is important that each school promotes its athletic programs in a manner that emphasize proper behavior, life lessons, providing positive role models and setting high standards for student behavior. It is important that teams and spectators display modesty in victory and graciousness in defeat. The coaching staff should abide by the rules of the game regardless of the outcome. The administration should provide a safe environment with adequate supervision for all athletic contests, and should exemplify a high moral character, behavior and leadership.

### Key questions to consider:

- Is there a code of ethics for student-athletes, coaches and spectators?
- Is recognition provided student-athletes who exemplify outstanding sportsmanship?
- Is there a policy that addresses coaches or athletes who are ejected from contests?
- Is sportsmanship a part of the coaches evaluation?
- Are athletes and coaches actively involved with sportsmanship/citizenship programs offered by the league, conference, district, state and national athletic organizations?
- Are expectations shared at student and parent pre-season meetings?

## Chemical-free Programs

Every effort must be made to educate student-athletes about the potential hazards of drug and alcohol use. Education should include keeping the program free of substance abuse, including performance-enhancing drugs. Simply having rules about chemical use is not enough. Prevention, referral, discipline and rehabilitation are all part of helping student-athletes. Coaches must learn the early warning signs of chemical use and the administration should have procedures in place to deal with student-athletes suspected of using chemicals. More importantly, student-athletes should be given help to rehabilitate when there is a problem, rather than simply being released from the team.

### Key questions to consider:

- Does the program have written rules and regulations for student-athletes regarding substance abuse?
- Is a written contract required from your athletes pledging to be chemical-free?
- Are team seminars and proper education concerning chemical use provided?
- Are student-assistance programs available?
- Are the coaching staff and administration involved in the prevention, referral and rehabilitation of student-athletes?
- Has a drug testing program been implemented?

## Parental and Community Involvement

A balanced athletic program encompasses the entire community. Parental and community support is essential to the personal growth of each student-athlete. The school, parent and community working together can have a significant positive impact on young people and the peer pressure they face. Booster clubs, parent-teacher associations and civic organizations can provide guidance, leadership, expectations of conduct and encouragement during a student-athlete's high school years.

Parental and community involvement is important toward receiving support for fund raising, awards programs and school spirit. This involvement should not interfere in the coaching practices. The parents and the community must be made aware that support is needed to promote the entire athletic program.

### Key questions to consider:

- Does the athletic program utilize its parents in the formation of athletic booster clubs?
- Does the athletic program receive support from civic organizations?
- Does the athletic program create a strong community following?
- Do coaches institute any public relations programs that enhance the image of the athletic program?



## Summary

The athletic administrator is responsible for one of the school's most prominent and challenging programs. Interscholastic athletics are often most visible to the public of all school programs. It provides numerous opportunities in which the public can see measurable results and monitor accountability through involvement and performance.

Interscholastic athletics and activities are a vital part of the total educational process. In order for these to have a positive effect on the learning environment, they must be coordinated as an extension of the regular classroom. As participation in athletics continues to increase, with it comes the need to ensure that these programs support the academic mission of the school. They should not be a diversion, but rather, an extension of a well-rounded educational program. The value of high school athletics and its impact on the lives of young students is enormous. Statistics show that students who participate in activities programs tend to have higher grade-point averages, better attendance, lower dropout rates, higher graduation rates, fewer discipline problems and better standardized test scores.

Athletic programs also provide valuable lessons in many practical situations that include cooperation and hard work. Generally, participation provides valuable experiences that help build better citizens, and strong minds and bodies. Poise, self-discipline, self-satisfaction, accomplishing goals are all positive contributions of participation.

Developing skills to manage competitive situations is important in today's society. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens. Participation in interscholastic athletics is often a predictor of future success – in college, a career, family and becoming a contributing member of society.

Because of its contributions to the entire educational program and to the total (well-rounded) development of our youth, it is of the utmost importance that the athletic program be assessed regularly by various school personnel to determine if it is meeting its intended goals and objectives.

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**For a sample evaluation for the athletic administrator contact the NIAAA office: 317-587-1450.**

## Interscholastic Athletic Program Assessment

The NIAAA provides a program offering methods of both assessing and acknowledging program efficiency.

- Leadership Training course 799 – Standards of Excellence in Interscholastic Athletic Programs, has two purposes and potential benefits for high school athletic programs and personnel. Whether endeavoring to improve a program, or seeking guidance for long-range planning the components of this course are of value through best practices, key concepts and strategies. The course provides an assessment instrument that describes in detail 10 components of an educationally sound athletic program. These components are key in the next phase of QPA.
- The Quality Program Award (QPA) is an option to consider at the completion of taking LTC 799, the athletic administrator and school may choose to seek the benefit and incentive of realizing a QPA. This recognition of program excellence is achieved at an Exemplary level. The athletic administrator must complete the QPA application and submit it along with program documentation to the NIAAA.
- Finally, the school may choose to have an independent athletic program assessment by becoming involved in the NIAAA Invited Athletic Assessment Program. Using the criteria of the 10 key components successful athletic programs, a team of experienced athletic administrators will perform site visit and evaluate the program based upon the categories located on the following page, while offering a formal written document of commendations and areas of suggested improvement.

In developing the program assessment tool, the NIAAA affords schools the ability to know the current state of the athletic program, as well as the creation of a strategic plan for continuous improvement.



# PROGRAM ASSESSMENT INSTRUMENT

## Philosophy

- Provide documentation to show that the school or district athletic philosophy is published.
- Provide policy documentation that demonstrates how the athletic philosophy of the district/school gives direction.

## Educational Compatibility

- Provide documentation that coaches and athletic administrators participate in professional development, proper certification, assessment, degrees and memberships.
- Provide documentation that student academic performance is paramount and that athletics support and compliment the educational classroom.

## Mentoring Staff and Student Leaders

- Provide documentation that all stakeholders have access to mentoring and educational programs and their benefits.

## Program Safety & Risk Management

- Provide policy documentation that athletic directors, coaches and/or athletic trainers are required to engage in ongoing risk management practices, inspections, checklists and progressions relative to their role.
- Provide policy documentation that an administrator/designee has assigned athletic department staff members to supervise, develop safety plan and to know 14 legal duties.

## Program Access And Equity

- Communicate access by provision of documentation showing procedures, expectations and requirements of all students to athletic program.
- Provide documentation showing special needs students are provided, athletic department communication with regard to accommodation for participation.

## Budget and Supplemental Fund Raising

- Provide documentation that a sanctioned budget is maintained for aspects of program.
- Provide documentation of revenue production and possible corporate sponsorship.
- Provide policy documentation that Booster Club activities are sanctioned and published by the governance of the school district, are guided by a set of bylaws approved by the school board, and consults with the athletic administrator.

## Personnel and Program Assessment

- Provide documentation that a formal assessment program has been endorsed, focuses on the educational value of the high school sports program, used to prioritize resources, and implement improvement plans.

## Technology

- Provide documentation of dedicated technology to athletic office personnel and that all provisions are in place for communication, organization and safety procedures.

## Sports Medicine

- Provide documentation of current certifications for coaching education, first aid and CPR. Also, provide policies for sports medicine practices and facilities, along with safety plans and practices.

## Innovation And Creative Leadership Strategies

Must include evidence of innovative and creative activities that could include:

- Student leadership opportunities:
- Program funding innovations:
- Community relations and athletic department image:
- Enhancement of communications:
- Other innovations in recognition programs, sportsmanship, pre-season meetings, publications, marketing, methods of educating on hazing risk management areas and substances.



## PHILOSOPHY OF EDUCATION BASED ATHLETICS

Education based athletics are often the fabric that endears a student, a family and a community to the school. As an essential arm of education, athletic programs have not served to divert attention from student learning, but serve as an extension of the classroom. To elevate the academic curriculum and classroom schedule is a primary support of interscholastic programs. High school programs must focus on development of the total student from a base of student centeredness, and consistently be compatible with the academic mission of the school. Education based athletic programs must have student learning, personal growth and total welfare at its core. This philosophy drives the program in all offerings, safety mechanisms, and decisions. An outstanding teaching laboratory exists in sport and education based athletics provide the proper atmosphere for the student-athlete to become immersed and flourish, committed to cooperative goals larger than them as individuals.

School sports are inherently educational (Pedersen, Parks, Quarterman & Thibault, 2011) and promote through participation, qualities that cannot be taught via the formal curriculum. Life responses are taught through education based athletics that cannot be quantified on a written test. A floor burn earned diving for the ball, or a blister acquired from an uneven bar routine can be as indicative of success in adulthood as standardized test scores. Sport resembles life in a microcosm and the athletic fields, pools, tracks, courses and courts of our nation schools are inspirational classrooms. Sports involve working together to overcome difficult individual or group challenges, and perseverance, accepting defeat graciously, learning to sacrifice for others and to cooperatively pursue victory; these are life lesson benefits of education based athletics.



Blackburn, M., Forsyth, E., Olson, J., Whitehead, B. (2013). NIAAA's Guide to Interscholastic Athletic Administration. (1st ed.). Champaign, IL: Human Kinetics. Chapter 1: Professional Foundations, pages 3-4.





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