

A PROFILE OF **ATHLETIC** ADMINISTRATION



This NIAAA publication serves as a reference for educational leaders, building principals, district superintendents, and boards of educations in working alongside district, high school, and middle school directors of athletics. It is vital that the position of athletic administrator is founded upon the proper foundation, supported and evaluated with consistency, and encouraged to grow professionally.

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

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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 school offerings. Athletics offer opportunities to serve others, develop good will, promote self-realization, and encourage the qualities of good citizenship. Annual participation in interscholastic athletics is approaching nine 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. Among the 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-based sport implementation and growth and has evolved as a significant professional administrative leadership position in schools throughout the United States, as well as internationally. Interscholastic athletics have shown increase in programs, participation numbers and coaching opportunities over the most recent half century; growth that is expected to continue throughout the 21st century. The impact of local, regional, and national media requires that professionals manage the immediacy of information and outcomes. In 2020-21, nearly nine million students participated in interscholastic sports, and continuous increase has been shown during the past quarter century. Attendance at high school sponsored athletic contests is estimated to half a billion annually.

Athletic administration requires a significant amount of sport law knowledge, leadership skill, and effective communication, all gained through education and 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 promoting 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 cooperation, integrity, and fostering a strong work ethic. With such societal demands, it is imperative that those serving education-based athletic 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 based upon sound philosophy.

According to S. Rallis and M. 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 – though perhaps not impossible—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—except by accident.” As 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 primary 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 their potentials.

The management role of the athletic administrator may be the most varied of all school administrators. The on-going tasks of budgeting and procuring funds, contest management, hiring and evaluating personnel, facility management, conflict management and security of events; 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 such as athletic specialization, alcohol and substance abuse, performance enhancing drugs, and loss of academic perspective necessitate a strong leader to keep the athletic program forthright and educationally sound 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 safety and 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/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 for what is right, and making decisions in the best interest of student-athletes.

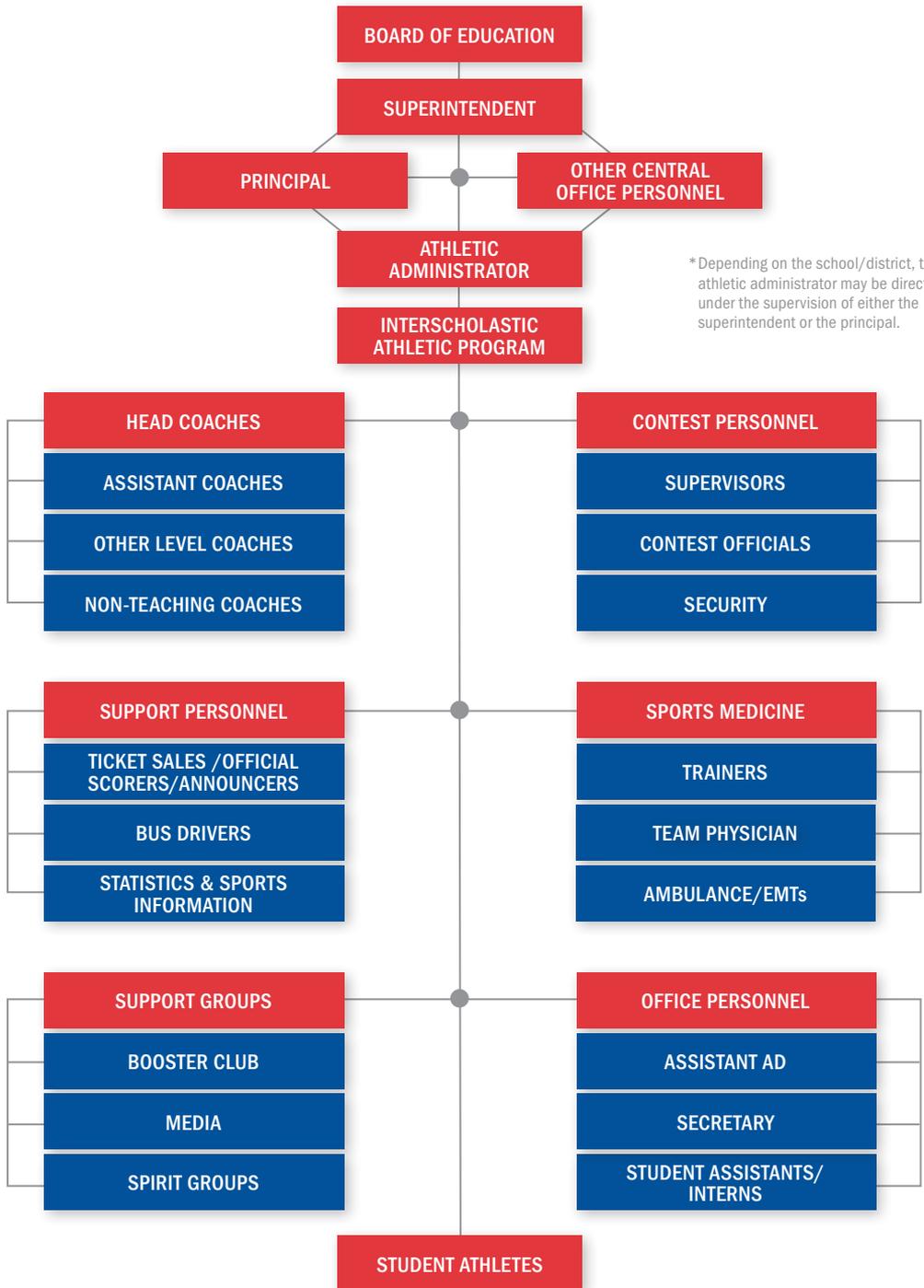
Recommendations and Qualifications

The position of athletic administrator is of paramount importance in ensuring that the activities are an extension of the regular school curriculum and 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 an athletic administrator should include:

- A task-oriented individual who is committed and dedicated to the education-based athletics for all students.
- A person with a varied knowledge of sports and some 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 RAA, RMSAA, CAA, CIAA or CMAA designation (see Professional Development section).
- An individual that has coursework toward an advanced degree or academic certification in athletic administration, it would greatly enhance the position.
- An individual with experience in finance, budget preparation, and fund raising would be a great addition to any individual serving in this position.
- An individual with the ability to communicate effectively with wide variety of constituents.
- A person with NIAAA and state athletic administrator association membership.
- An individual well versed in appropriate safety and security planning.

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 are 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:

1. Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.
2. Considers the well-being of the entire student body as fundamental in all decisions and actions.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.
5. Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
6. Acts impartially in the execution of basic policies, and the enforcement of the conference, league and state high school association rules and regulations.
7. Fulfills professional responsibilities with honesty and integrity.
8. Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.
9. Improves the professional status and effectiveness of the position through participation in local, state, and national in-service programs and conferences.
10. Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.

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 cuts, 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 learning and keeping up to date in one's area of expertise, particularly adding to or strengthening the specialized knowledge and skills of one's profession."

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 classes, seminars, and conference 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 54 available courses. The NIAAA and its programs are accredited by Cognia.

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 Leadership Training Institute courses and 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: Guiding Foundations and Philosophies
-
- LTC 502** Athletic Administration: Strategies for Organization Management
-
- LTC 503** Athletic Administration: Enhancing Organization Management
-
- LTC 504** Athletic Administration: Legal Issues I (Liabilities for Sports Injuries & Risk Management)
-
- LTC 506** Athletic Administration: Legal Issues II (Title IX & Sexual Harassment)
-
- LTC 508** Athletic Administration: Legal Issues III (Hazing, Constitutional Law, Disabilities Law, & Employment and Labor Law)
-
- LTC 510** Athletic Administration: Legal Issues IV (Social Media, Transgender Participation, Event Management & Security, Pregnant & Parenting Student-Athletes, & Intellectual Property)
-
- LTC 511** Athletic Administration: Concepts and Strategies for Interscholastic Budgeting and Finance Using Excel Spreadsheet
-

Operations and Management Courses

- LTC 608** Athletic Administration: Management Strategies and Organization Techniques
-
- LTC 611** Athletic Administration: Concepts and Strategies for Interscholastic Marketing, Promotions and Supplemental Fund-Raising
-
- LTC 613** Athletic Administration: Technology I: Productivity and Collaboration with Google Workspace
-
- LTC 614** Athletic Administration: Technology II: Current Trends in Digital Engagement & Communications
-
- LTC 615** Athletic Administration: Athletic Field Management
-
- LTC 616** Athletic Administration: Management of Indoor Physical Plant Assets
-
- LTC 617** Athletic Administration: Administration of Interscholastic Sports Medicine Programs
-
- LTC 618** Athletic Administration: Management of Interscholastic Athletic Player Equipment
-
- LTC 619** Athletic Administration: The Power of Curb Appeal
-
- LTC 620** Athletic Administration: Concussion Assessment and Management, and the Proper Fitting of Athletic Protective Equipment
-
- LTC 621** Athletic Administration: Basics of Synthetic Turf Install
-
- LTC 625** Athletic Administration: Management of Game and Event Announcing
-
- LTC 626** Athletic Administration: Student Athletes: Effects of Alcohol, Chemicals and Nutrition on Body and Performance
-
- LTC 627** Athletic Administration: Administration of Interscholastic Sports Strength & Conditioning Programs
-
- LTC 628** Athletic Administration: Mental Health and Wellness for Student Athletes
-
- LTC 630** Athletic Administration: Interscholastic Contest Management – Planning, Preparation and Methods
-
- LTC 631** Athletic Administration: Emergency Management of Interscholastic Athletic Events
-
- LTC 633** Athletic Administration: The Administration of Interscholastic Athletic Programs for Students with Disabilities
-
- LTC 638** Athletic Administration: Creating an Awareness of Diverse Groups Within the Athletic Programs
-
- LTC 640** Athletic Administration: Role of the Urban Athletic Administrator
-

Leadership Courses

LTC 700	Athletic Administration: Administration of Middle School Athletic Programs
LTC 701	Athletic Administration: Administration and Application of Middle School Athletic Programs
LTC 703	Athletic Administration: Student Centered Educational Athletics Performance Beyond the X's and O's
LTC 704	Athletic Administration: Recruit/Hire, Mentor and Retain Coaches
LTC 705	Athletic Administration: Coach Centered Educational Athletics – A Character Based Coach to Coach Mentoring Program
LTC 706	Athletic Administration: Coaching Coaches to be Leaders and Educators
LTC 707	Athletic Administration: Assessment of Interscholastic Athletic Institutes and Personnel
LTC 709	Athletic Administration: Communications, Methods and Applications for Athletic Administrators
LTC 710-A	Athletic Administration: Current Issues in Education-Based Sports
LTC 710-B	Athletic Administration: Current Issues in American Sports
LTC 712	Athletic Administration: Ethical Decision Making in Education-Based Interscholastic Sports Programs
LTC 714	Athletic Administration: Dealing With Challenging Personalities
LTC 715	Athletic Administration: Appropriate Professional Boundaries: Identifying, Implementing and Maintaining
LTC 716	Athletic Administration: Partnering With Parents Building a Positive Culture in Education-Based Athletics
LTC 719	Athletic Administration: Leadership, Management/Supervision and Decision Making Concepts, Methods and Applications
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 Programs for Interscholastic Athletic Personnel
LTC 724	Athletic Administration: Stress: Causes, Effects, and Strategies
LTC 726	Athletic Administration: Student Leadership Development
LTC 790	Athletic Administration: Leadership Training Instructional Methods and Techniques
LTC 799	Athletic Administration: Standards of Excellence in Interscholastic Athletic Programs

International Courses

LTC 901	Athletic Administration: Introduction to International School Athletic Program Administration
LTC 902	Athletic Administration: Principles, Strategies & Methods for Athletic Programs in International Schools
LTC 903	Athletic Administration: Concepts of Program Philosophy in International Schools
LTC 904	Athletic Administration: Child Protection Overview for the International School Administrator
LTC 910	Athletic Administration: Current Issues in the International Education-Based Community

(List of courses current through 2022)

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, and 503. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s). Candidates must provide a copy of all course completion certificates with PDF or submit an NIAAA transcript available through the membership portal.
- 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 Ethical and Professional Standards



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, 502, 503, 504, 700, and 701. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s). Candidates must provide a copy of all course completion certificates with PDF or submit an NIAAA transcript available through the membership portal
- Obtain the verifying signature of a sponsor (athletic administrator, principal, superintendent, state athletic director association executive director, or state athletic/activities association staff)
- Read and abide by the NIAAA Code of Ethical and Professional Standards



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 with a signed contract
- Employed by (or retired from) a school, school district or state athletic administration 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, 503, 504, and 506. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s). Candidates must provide a copy of all course completion certificates with PDF or submit an NIAAA transcript available through the membership portal
- Obtain the verifying signature of a principal, superintendent, or state athletic administrators association executive director
- Successfully complete CAA examination
- Read and abide by the NIAAA Code of Ethical and Professional Standards



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, 503, 504, 506, 508, and 510. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s). Candidates must provide a copy of all course completion certificates with PDF or submit an NIAAA transcript available through the membership portal
- Completion of minimum of five (5) LTC electives (once course from each 600 and 700 level and three (3) courses from any level)
- Completion of a graduate level written project or oral presentation
- Obtain the verifying signature of a principal, superintendent, or state athletic administrators association executive director
- Read and abide by the NIAAA Code of Ethical and Professional Standards



Registered International Athletic Administrator (RIAA)

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF)
- Completion of NIAAA Leadership Training Institute Courses 901 and 902. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s)
- Obtain the verifying signature of a sponsor (athletic administrator, principal, superintendent, graduate school professor or athletic administrators association executive director, or international head of school)
- Read and abide by the NIAAA Code of Ethical and Professional Standards
- Candidate must provide a copy of all course completion certificates with PDF, or submit an NIAAA transcript available through the membership portal



Certified International Athletic Administrator (CIAA)

- Bachelor's Degree or higher from an accredited institution
- Approval of Personal Data Form (PDF)
- Two or more years of experience as an athletic administrator with a signed contract
- 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 901, 902, 903, 904, and 504. College and University course work will not be accepted unless the curriculum incorporates the entire content of the required Leadership Training Course(s).
- Obtain the verifying signature of a principal, superintendent, or state athletic administrators association executive director
- Successfully complete CIAA exam
- Read the NIAAA Code of Ethical and Professional Standards



PART III: EVALUATION OF THE ATHLETIC ADMINISTRATOR

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 team 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 associations, 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 to 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 and place an emphasis on its educational role in the school.
- Assist the principal in securing competent personnel for athletic staff. Seek to be included 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.
- Proactively resolve conflicts that may develop and are affiliated with the athletic department.
- Act as a tournament manager for league 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 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.
- 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 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 cards, physical cards, 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 to 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 |
| • Fundraising | • Contest intermission activities | |

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 an accurate inventory
 - Prioritizing needs
 - Providing a system for ordering, labelling, and entering equipment into inventory.

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, 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
- Input from coaching staff
- Self evaluation
- Combined

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
- Review job status
 - Promotion or advancement
 - Transfer or dismissal
- Professional growth

Determine what competencies are to be evaluated:

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

Select or design an instrument for evaluation:

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

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 student-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 qualities such 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 to provide 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.

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? www.eligibilitycenter.org
- Do students feel an importance placed on their academic success?
- Has the student athlete and parent referenced the online version of the 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 emphasizes proper behaviors, life lessons, provides positive role models, and sets 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 to 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 coach's 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?

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, and encouragement during a student-athlete's high school years.

Parental and community involvement is important toward receiving support for fundraising, awards programs and school spirit. This involvement should not interfere with 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 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, and 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, building a 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.

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 the 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 involve itself in the NIAAA Athletic Assessment Program. Using the criteria of the 10 key components of successful athletic programs, a team of experienced athletic administrators will perform site visits and evaluate the categories below, while offering a formal written document of commendations and areas of suggested improvement.



EVALUATION 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 a 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 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 provided by the school serve to enhance learning as an extension of the classroom.

All school offerings combine to focus on development of the total student, and athletic programs in the school elevate compatibility with the academic mission of the school. An education-based athletic program must include, at its core offering, an avenue for student learning while stressing safety and well-being within all participation opportunities. This philosophy sets sport programs provided by schools apart from non-school programs by emphasizing positive student behavior, learning qualities of cooperativeness, and being a good teammate.

Floor burn earned diving for the ball, or a blister acquired from an uneven bar routine can be indicative of success toward adulthood, sacrifice, and industriousness and can often be as valuable as a classroom study session. School sport resembles life in a microcosm and student-athletes become immersed in goals that help them mature toward successful adulthood. Working together to overcome challenges, learning perseverance, loyalty toward others and team, accepting a loss graciously, and learning to win with humility are sought for outcomes of education-based athletics.

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NIAAA POSITION STATEMENT ON EDUCATION-BASED ATHLETICS

Education-based athletic programs for all high school and middle school students are those approved, administered, and financially supported by a school or school district. They provide ample participation and competition opportunities for students in a safe environment. Education-based athletics are an extension of the regular classroom and by their nature provide teachable moments. They compliment the student's educational experience from which life lessons are learned beyond the academic classroom. We believe that these school-based programs enhance the mission of schools and inherently make classrooms of our courts, courses, fields, pools, and tracks.



National Interscholastic Athletic Administrators Association

9100 Keystone Crossing | Suite 650 | Indianapolis, Indiana 46240