

A Philosophy for Competitive Athletics

A philosophy regarding competitive athletics must deal with the concept of winning, for by definition, competition implies winning. Competitive athletics by their very nature require that winning be a prime goal, for without all contestants striving to win and placing great effort on doing so, competition would not exist. Therefore, we feel that winning must be emphasized to give validity to the concept of competitive athletics.

There is one other powerful reason for emphasizing winning. That is the need to establish a learning situation whereby those concepts that really justify athletics can be learned, i.e., sportsmanship, leadership, self-discipline, loyalty, emotional control and physical well-being, to name a few. These are all concepts that require a conscious effort on the part of the learner and, when defined operationally, the definitions include such terms as values, desires and behavior.

The development of these concepts begins when the individual learner becomes conscious of the fact that he/she has choice of behaviors and when he/she realizes that he/she feels better about some behaviors than he/she does about other behaviors. When he/she decides that he/she wants to behave so that he/she feels good about himself/herself, the cognitive and affective components are present for self-direction and all those other desirable concepts we want to teach. It is our feeling that unless winning is emphasized, the behaviors associated with the concepts we want to teach, e.g., sportsmanship, etc., have not really been tested, for it is really a hollow gesture to lose graciously if one does not value winning.

In summary, the point is this: With a competitive athletic program that emphasizes winning, a learning situation is established where young people can experience, in a controlled manner, situations that are similar to those they will face throughout their lives. They can be tested under situations that closely approximate real-life situations.

Although we feel that winning must be emphasized for a competitive athletic program to have credibility, we feel that an evaluation of such a program should not focus on winning. Instead, we feel that an evaluation should focus on those concepts we are attempting to teach through our athletic programs, viz., sportsmanship, leadership, self-discipline, loyalty, emotional control and physical well-being.

The following district goals identify the concepts to be learned from participation in the district's competitive athletic program and are the justification for having such a program. In turn, these goals form the basis for the evaluation of our program.

District and Program Level Goals for a Competitive Athletic Program

Students will:

1. Be able to compete within a given set of rules:

- a. Participate in athletic competition without displaying displeasure to the officials;
 - b. Participate in athletic competition without looking for or without taking unfair advantage of an opponent;
 - c. Know (cite) the rules of the sport in which they participate.
2. Be able to maintain physical well-being:
- a. Demonstrate concern for being physically fit by observing the athletic rules of Coquille schools;
 - b. Demonstrate concern for their physical fitness by participating fully in all conditioning activities;
 - c. Demonstrate concern for their physical fitness by participating in conditioning activities throughout the year.
3. Be able to maintain self-discipline:
- a. To participate as required both in practice and in games;
 - b. To act in their own best interests resisting group pressure when appropriate;
 - c. See 2.c. above;
 - d. To maintain a consistent behavior and level of effort whether supervised or not.
4. Be able to maintain emotional control:
- a. To control their tempers and concentrate on playing the game.
5. Be respectful of (able to respect) other people's feelings and attitudes:
- a. To refrain from being critical of teammates, coaches, opponents and officials;
 - b. To refrain from the physical and/or verbal abuse of others;
 - c. To demonstrate concern for the feelings of their opponents.
6. Be able to release energies in a socially-acceptable manner:
- a. To behave in a manner that sets a good example for younger children;

- b. To avoid activities and behaviors that bring disfavor on themselves, their team, their coach, their parents, their school and their community.
7. Be able to handle socially-accepted recognition and/or criticism:
- a. To receive approbation and awards in an objective and socially acceptable manner;
 - b. To accept criticism by identifying and rejecting those elements not relevant and paying attention to those elements that are relevant.
8. Be able to think under pressure:
- a. To select appropriate alternative options when sudden problems arise during a contest;
 - b. To respond to criticism by (See 7.b. above).
9. Be able to set socially acceptable goals and persevere toward their attainment:
- a. To set realistic goals for their personal growth;
 - b. To refuse requests made of them to deviate from their personal goals.
10. Be able to objectively demonstrate loyalty to a situation, cause, school or nation:
- a. To place the good of the team ahead of their personal interests and desires;
 - b. To identify and defend the behaviors of teammates, coaches and student body that are worthy of support;
 - c. To demonstrate concern for the team by being punctual and dependable.

Criteria for Evaluating Coaches

Coaches will be evaluated on the following criteria:

1. The behavior example they set for the athletes they coach. This behavior should exemplify the district goals and will be reflected by their appearance, their demeanor and their leadership as defined below:
 - a. Appearance: Has a neat, clean, well-groomed appearance;
 - b. Demeanor: Makes mature and rational judgment. Promotes and insists on observance of adopted rules and behavior standards;
 - c. Leadership: Organized. Knows what needs to be done. Can set priorities. Can delegate. Can

inspire students and associates to worthy efforts.

2. The performance of the athletes they coach. This performance should indicate, over time, that the district goals are being taught.
3. The judgment displayed concerning:
 - a. The organization and planning for program;
 - b. The welfare and safety of the athletes;
 - c. The care and maintenance of equipment and facilities.

Responsibilities

A successful competitive athletic program does not just happen. It requires the cooperation of personnel from all areas of the system, (the students, the faculty, the administration, the Board and the community) all working together to teach those concepts set as district goals.

To properly evaluate such a program requires that we first agree on who is responsible for what.

Areas of Responsibility

It is the responsibility of the Board to approve a set of goals that reflect the expectations of the community.

It is the responsibility of the Board to keep the community informed regarding the goals of the athletic program.

It is the responsibility of the Board to keep informed regarding the performance of the coaching staff. It is also the Board's responsibility to keep the community reminded that coaches are not evaluated on their win-loss record.

Administration

It is the responsibility of the principal to evaluate head coaches based on established criteria that relate to the district's goals. Evaluation will be a continuous process and will consist of immediate feedback during the season regarding observations of positive and negative behaviors.

A formal evaluation will be held at the conclusion of each sport's season at which time goals for the next year's season will be discussed and identified.

Coaches

While final evaluation of all coaches is the responsibility of the principal, head coaches are to evaluate their assistants and to report the results to their principal. All evaluations are to be based on criteria established herein.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[ORS 332.075 \(e\)](#)

[ORS 339.430](#)

[OAR 581-022-1680](#)

[OAR 581-021-0034 to -0035](#)

[OAR 581-021-0045 to -0049](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).
OSAA Handbook, Oregon School Activities Association.