



The Winning Coach

Helping Every Teacher Become a Star Player

By Cami Miller

July 2010



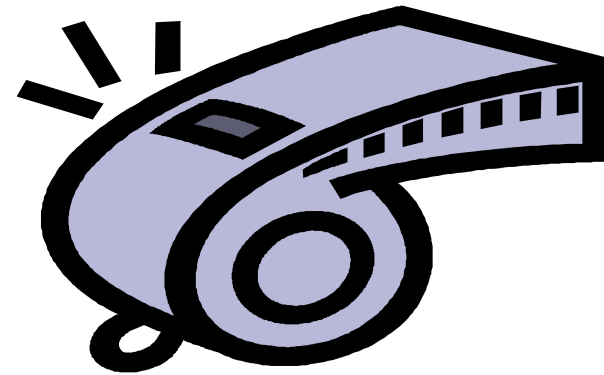
Objectives

- ★ Identify the three performance levels of teachers and their needs
- ★ Discuss the four steps of the coaching process
- ★ Learn how to prepare for coaching discussions and tips for giving tough feedback
- ★ Recognize the difference between coaching for development and coaching for performance
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To Coach..

To bring a person
from
where they are to
where
they
want to be



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A Coach is...



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The Winning Coach

- ★ Communicates clearly and firmly
- ★ Knows what he or she wants the players to do
- ★ Accepts responsibility
- ★ Coaches through feedback
- ★ Provides training and practice
- ★ Invests in lifelong learning
- ★ Acknowledges others' good work and efforts
- ★ Helps every player to win

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The Winning Coach in Early Childhood

- ★ Knowledgeable
- ★ Comfortable in classrooms
- ★ Self aware
- ★ Approachable & trustworthy
- ★ Acts in a caring manner

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Coaching is . . .

- ★ A two-way process
- ★ A process for two individuals to increase their commitment to:
 - build the relationship
 - improve performance
 - solve problems

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Coaching the Team

Most teams have three performance groups:

Super Stars (Above Target)

Middle Stars (On Target)

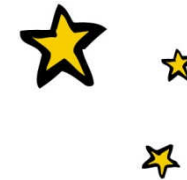
Falling Stars (Below Target)



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Coaching the Super Stars (AT Performers)

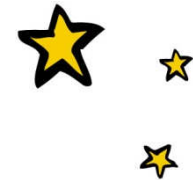
- ★ Get them involved
- ★ Delegate to them
- ★ Encourage them to teach
- ★ Provide training
- ★ Stretch them
- ★ Celebrate their successes
- ★ Frequently tell them how proud you are
- ★ Spend time with them
- ★ Promote them



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Coaching the Middle Stars (OT Performers)

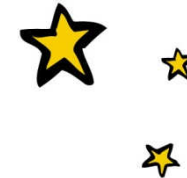
- ★ Build their confidence by increasing their responsibilities
- ★ Give frequent and accurate performance feedback
- ★ Create a resource library
- ★ Teach them how to set goals
- ★ 'Catch' them doing good things
- ★ Hook them up with a super star



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Coaching the Falling Stars (BT Performers)

- ★ Address performance issues promptly
- ★ Provide training
- ★ Ensure expectations are understood
- ★ Partner with a stronger performer



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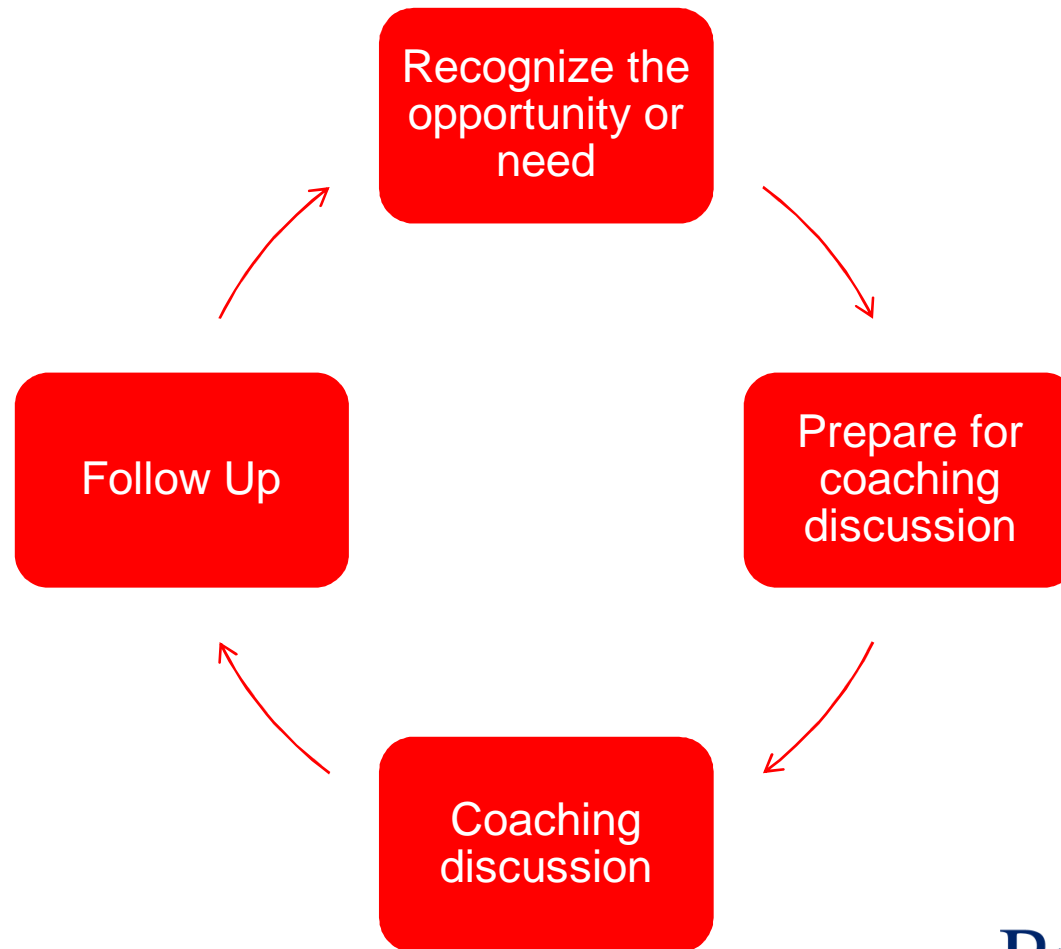
Activity

- ★ Write the names of 1 person on your team whom you feel is:
 - Super Star (AT)
 - Middle Star (OT)
 - Falling Star (BT)
- ★ Think back to their last observation. Does your feedback reflect the groupings you've just placed them in?



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The Coaching Process



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The Coaching Process

- ★ Step 1: Recognize the Need or Opportunity
- ★ Step 2: Prepare for Coaching Discussion
 - Clarify your own thinking
 - Have I made my expectations clear to this employee?
 - What tools did I use to describe them (e.g. job description, handbook)?
 - What kind of training has this employee received to do their job correctly?
 - Set outcome goals
 - Schedule an appointment

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The Coaching Process

- ★ Step 3: Prepare for Coaching Discussion
 - Establish a safe environment
 - Agree on desired state
 - Explain the impact the employee's behavior is having on others.
 - Agree on current state
 - Generate possible solutions
 - Ask the employee how you can better support them
 - Choose and Develop an action plan
 - Be sure the discussion is documented (e.g. meeting memo, written counsel, etc.)

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The Coaching Process

★ Step 4: Follow-up in a timely manner

- Monitor the employee's progress over the next few days.
- Check in with the employee to see how they are doing and to give an update on their progress.
- Evaluate action plan and update action plan
- Give feedback when needed.
- Celebrate improvement

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Activity

Identify one performance issue that needs to be addressed in your program.

Consider the following:

- ★ What is the issue?
- ★ What is the expectation?
- ★ How is the employee's performance not meeting expectations?
- ★ What impact is the employee's performance having on others (e.g. team, center, families)?

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Coaching For Development vs. For Performance

- ★ Coaching for Development is a planning process used to help an individual who performs to standard move up to a higher level of performance. It is essential that the drive for improvement or development come from within the individual and not from the coach.

- ★ Coaching for Performance Improvement is a problem solving process used to bring performance up to standard.

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Coaching for Development

- ★ Use developmental coaching to:
 - prevent a problem
 - maximize potential
 - retain quality team members
 - improve existing skills
 - develop new skills
 - prepare for change
 - overcome weaknesses
 - provide challenge and stimulate growth

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Positive Reinforcement

- ★ Describe the behavior
- ★ "When the parent arrived early to pick up her child, she was frustrated waiting for you to find the child's gloves, you apologized for the inconvenience and offered to keep looking and put the gloves with the child's things when you found them."
- ★ Describe the impact of the behavior
 - "The parent was very appreciative. He relaxed and left a satisfied customer. "
- ★ Express Appreciation
 - "That was nicely done. Keep up the good work."

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Coaching for Performance Improvement

- ★ Use performance improvement coaching to:
 - modify inappropriate behavior
 - improve substandard behavior
 - improve results
 - improve quality or quantity
 - reduce resistance to change
 - improve timeliness
 - improve team relationships
 - reduce costs

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Constructive Feedback

- ★ Describe the behavior
 - "When the parent arrived early to pick up her child, she was frustrated waiting for you to find the child's gloves, you responded 'You will just have to wait'. "
- ★ Describe the impact of the behavior
 - "As a result, the parent walked away angry and we could lose the child. "
- ★ Restate expectations for desired behavior
 - "Next time, apologize for the inconvenience and ask the parent if there is anything you can do to make it right. "

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Activity

Identify one performance issue that needs to be addressed in your program.

Practice giving constructive feedback.

Consider the following:

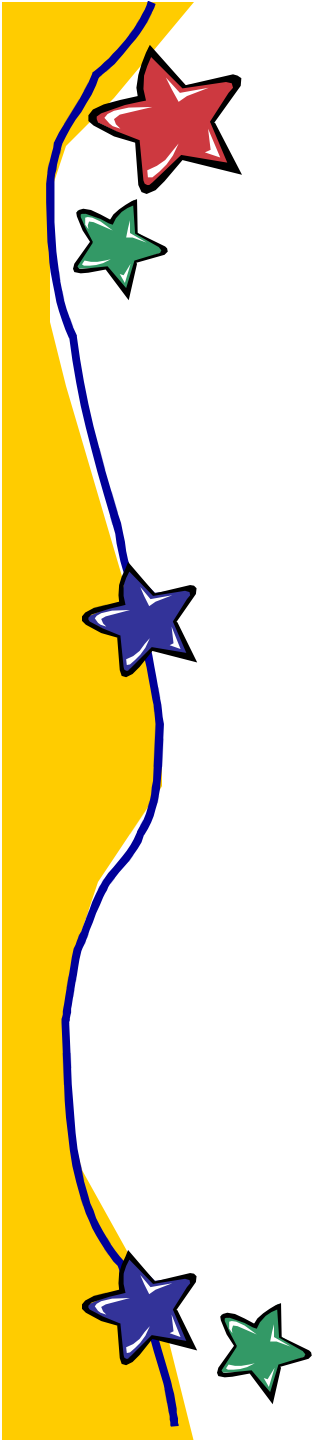
- ★ Describe the behavior
- ★ Describe the impact of the behavior
- ★ Restate expectations for desired behavior

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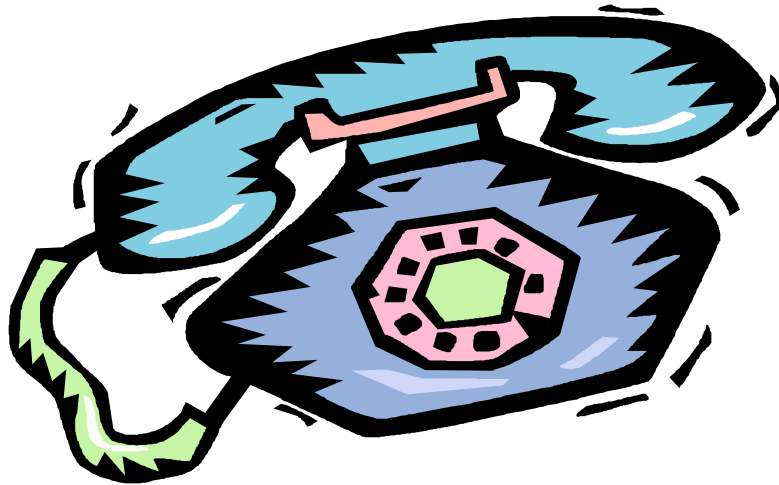


Contact Information

Cami Miller

cmiller@brighthorizons.com

512-785-7383



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