

The CalSAC Trainer Network

Deepening Skills, Growing Leaders



CalSAC: Enriching children by empowering professionals since 1982
www.CalSAC.org

CALIFORNIA
SCHOOL-AGE
CONSORTIUM

Coaching Staff to Success Module 2.2.2

A CalSAC Module

Presented by:

Donna Frey

Program Director, Anaheim YMCA

Kourtney Andrada

Program Manager, Girls Inc. of Alameda County



The California School-Age Consortium

Our vision...

CalSAC is building a future where every child in California, especially those most underserved, has access to high quality, affordable out-of-school time programs. We see a future where every professional in the field has the resources they need and is valued for the important impact they have in the lives of children. We are committed to fulfilling the promise of an informed, engaged and empowered out-of-school time workforce, and a more equitable future for California.

Our mission...

CalSAC builds statewide professional networks that provide training, leadership development and advocacy to ensure all kids have access to high quality out-of-school time programs and to create a more equitable future for California.

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Vision

Mission

Field Building

Paying It
Forward

Community

Equity

Empowerment

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Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

Group Agreements

- Choose to be present and engaged in learning
- Phone off or on vibrate
- Avoid side bar conversations
- Agree to disagree
- Be aware of diversity in the group
(culture, age, sexual orientation, privileges, gender and experience)



Today's Objectives

By the end of this module, participants will:

- Understand the four coaching stages.
- Learn and practice successful coaching strategies.



The Art Lesson : Scenario 1

- Draw a circle in the middle of the paper that is the size of a quarter.
- Underneath the circle draw a triangle $\frac{1}{2}$ the size of the circle.
- On top of the circle draw a square that is $\frac{3}{4}$ the size of the original circle.

The Art Lesson : Scenario 2

- Draw a happy picture on the side of the paper labeled I.



The Stages of Coaching

Directive	Directive/Coaching
Coaching/Directive	Self-Monitored



Coaching Steps: Role Plays

Scenario #1:

Staff member is in the program during homework sitting in the back with one child or youth, his back to the rest of the class. Several students have their hands up and several others are fooling around.



Coaching Steps: Role Plays

Scenario #2:

Program Leader is standing in the front of the room talking to the children or youth about snails. She is talking in a monotone and does not appear to be excited. You know that she knows quite a bit about snails as she used to work in a garden supply store. The children or youth are bored and so are you.

Coaching Steps: Role Plays

Scenario #3:

Program Leader is “yelling” at a child or youth for not getting in line quickly. The Program Leader is saying that the student always misbehaves and that she has told him more than once about being on task.

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Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool Challenge, May 15-16, 2017 @ the State Capitol**
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  Twitter,  Facebook

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Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



Thank you





Handout 2.2.2a

Coaching Stages

<p>In Quadrant 1 the coach</p> <ul style="list-style-type: none"> - Directs what will be done; - Standardizes the timeline of and criteria for expected results; and - Reinforces consequences for action or inaction. <p>This style or level of coaching is appropriate for new hires, baseline competencies (being on time, wearing a uniform, having a positive attitude), essentials, (time cards must be completed at a certain time, incident reports must be written up) and when time is of the essence (natural disaster, lock down).</p>	<p>In Quadrant 2 the coach</p> <ul style="list-style-type: none"> - Directs what will be done, but will offer limited alternatives for selection by the staff member; - Standardizes the timeline of and criteria for expected results; and - Supports and Monitors while the coachee is practicing and provides information to help the coachee complete the task. <p>This style or level of coaching is appropriate for staff members who have been working for six months or less and are working on classroom management strategies, how to support positive behavior, and how to deliver quality programming.</p>
<p>In Quadrant 3 the coach</p> <ul style="list-style-type: none"> - Listens to the coachee suggest a course of action and presents possible alternatives, makes suggestions, and asks questions; - Engages in problem-solving with the staff as they present possible alternatives; and - Negotiates agreements and decide on a common course of action through consensus. <p>This style or level of coaching is appropriate for staff members who have been employed for at least a year. These staff members have the basics and are working on developing their skills at planning, adding fun to the curriculum, and integrating the program into a seamless day of children/youth.</p>	<p>In Quadrant 4 the coach</p> <ul style="list-style-type: none"> - Listens to the staff as he/she leads the discussion; - Clarifies what has been said; - Offers encouragement and support to staff as the staff member works through concerns, etc.; and - Reflects and verifies the decision that the staff member made. <p>This style is appropriate for the seasoned staff member, one that is highly confident and can just seem to get things done.</p>



Handout 2.2.2b

Coaching Steps

Step #1

The first step in coaching is that you must be building a relationship with the person.

Step #2

The second step is to be sure that they are VERY clear about what you want them to do.

Step #3

Step three in the coaching process is to observe the staff member in action.

Step #4

In step four you think about what you have observed and prepare to talk with them about what you observed.

Step #5

In step five you set up a time when you can sit down and talk together.

Step #6

In step six you will have a conversation with the staff.

Step #7

In step seven ask the staff what support they need to be more effective.

Step #8

In step eight you help staff to plan the “next step,” what they will practice and intentionally work on in the next few days or week.

Step #9

In step nine thank them for their time, offer words of encouragement, and remind them that you are there to help them become outstanding at helping children or youth with homework (or whatever you are working on with them).