



HAVE YOU CONSIDERED USING A CORRECTIVE ACTION PLAN TO IMPROVE A COACH?

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Baltimore County Public Schools

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Blue Valley School District – Overland Park, Kansas



GUIDELINES FOR DEVELOPING AN IMPROVEMENT PLAN

Effective coaching is the key to improving an athlete's achievement.

Appraisal of coaches' performance is a collaborative and ongoing process.

Encourages the professional Development of the coach.

It is essential that assistance and support are offered to a coach who needs improvement.

Support may be provided by the development of an individualized improvement plan.

Once the plan is implemented , it should be reviewed regularly.



GUIDELINES FOR DEVELOPING AN IMPROVEMENT PLAN

Improvement plans will vary depending on the needs of the coach, the intended use, and the duration of the plan. All improvement plans should include certain basic sections.

- Areas of need based on coaches' performance assessment
- Goals
- Type of support to be provided
- Personnel who will provide assistance
- Frequency of assistance
- Specific actions that the coach is to take



- Timeline and how progress will be monitored
- Documentation of discussion about the plan

**Marketing
Success
for Coaches**

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Rationale

PROVIDES A NEW OR STRUGGLING
COACH OPPORTUNITY TO DEVELOP
AND GROW FROM VALUABLE AND
TIMELY FEEDBACK



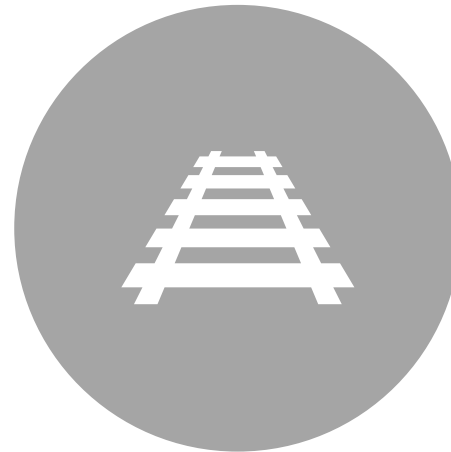
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RATIONALE



KEEPING COACHES IN YOUR
SCHOOL



HELPS TO PREVENT
CONSTANT TURNOVER



RATIONALE

NON-TEACHING COACHES

Great coaches, but not professional educators and need training
May not understand EDUCATION BASED ATHLETIC PROGRAMS

- Coaches Ed
- Meaningful PD
- Literary Resources
- Digital Library

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IF YOU DON'T WHO WILL COACH
THEM

OUR JOB IS TO
COACH THE COACHES





Evaluating and teaching coaches is a critically important skill/responsibility/opportunity

You are building YOUR team

Choose wisely

“Sell out” to get the best person; do everything necessary

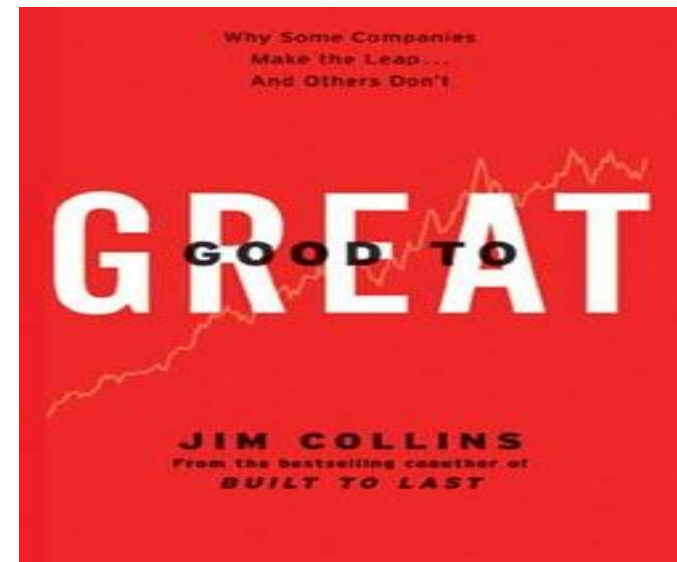
Some things we do in this profession are a pain. This is a HUGE OPPORTUNITY to make your program better



“First who, then what...”

Jim Collins on great leaders

“We found that they *first* got the right people on the bus, the wrong people off the bus, and the right people in the right seats – and *then* they figured out where to drive it.”





Three Year Model

An Advocacy Model

In-season and post-season assessments based on the comprehensive job description.

3-4 observations per season (practice, competition, squad meetings).

Season-end evaluation that is both summative and formative.

Use of parent, athlete data (communications, approachability and accessibility).

Use of data to define corrective action plans and prioritize resource allocation.



Three Year Model

Note that the administrator has responsibility to assist the coach by providing resources:

Release time for clinics, meetings with college coaches

Print materials

Video materials

Conditioning equipment

Sport- specific supplies and materials



Three Year Model

The three year model can be abbreviated for gross incompetence or major policy/law violations.

If the three year model is fully implemented and **resources supplied but deficits persist, a logical and defensible rationale for termination can be developed.**



Legal Liabilities of Improvement Plans for Struggling Coaches

Most coaches throughout the United States are “At Will” employees, meaning they are on one year contracts that can be renewed or not by district administration.

Some states do require hearings if a coach is a teacher and reasons must be given.



Improvement Plans to Enhance Performance

For Tenured Employees:

Written plan provided to employee and human resources division (attorney?).

Plan referenced to the job description.

List of formal evaluation dates.

Department supervisors available to monitor corrective action plans and provide corrective comments or note continuing deficits.

Feedback or additional corrective suggestions after each assessment.



Improvement Plans

Necessary when a probationary employee is being considered for termination or will not be granted permanent status

For non-tenured employee

Assessment must be clearly referenced to job description

Corrective instruction / written guidelines

Monitor performance

Demonstrate that no new standards or expectations have been instituted since employment



Detailed Job Descriptions Are Important

Collective Bargaining Agreements may preclude hiring the “best qualified” unless detailed job descriptions are developed.

Employers retain the right to define the job qualifications.

Suggest consultation with human resource specialists, college sport recruiters, and

NIAAA members throughout the nation.



Designing The Advocacy and Remedial Component

Potential Remedial Support Provided Jointly By the Coach and Administrator – A Multi-Year Commitment

- **Published materials**
- **Class release for consultation with experts**
- **Funds for clinic attendance**
- **Support for new equipment or training modalities**
- **Physical plant improvements**



IDENTIFY ONE TO THREE GROWTH AREAS

1. Define the area of focus to create a shared understanding
2. Identify criteria and/or a goal to measure effectiveness
3. Set a period of time to review progress of goal or improvement

It is also important in this time to honestly and openly share why coaches should improve.





HONEST PERFORMANCE REVIEW



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Simulated Corrective Action Plan

_____ Employee Name	_____ Employment Date	<u>Boys Soccer Coach</u> Job Title
_____ Employment Interview Date	Job Description Used <u>(YES)</u>	
Source of Issue or Concern		
Job Description Deficit <u>Item 11 - Equipment</u>	Interview or Observation	<u>Interview</u>
Other Specify)_____		

Specify Issue or Concern: Coach (name) did not collect game jerseys from senior athletes at the end of the (year) soccer season. This conduct does not comport with the intention of job description item # 11: “skill in development and enhancement of equipment inventories.” Coach (name) was specifically asked about his plan to develop uniform inventories during his pre-employment interview. At that time he made no mention of any plan to allow seniors to retain their game jerseys. Allowing senior athletes to retain their game jerseys is not in the best interest of the school district or the (name) high school soccer program. *Moreover, this practice allows athletes to retain jerseys purchased with public tax funds and is in violation of Board of Education policy (#).* (as applicable)

Corrective Action Plan: Coach (name) will utilize an inventory system showing the total number of uniforms on hand, year of purchase and physical condition. Items deemed to be no longer serviceable will be discarded in accordance with Board of Education policy (#). Coach (name) will also institute a custody card system wherein all competition uniforms will be recorded by size, color and number on the date of issue. The athlete will sign the card indicating his awareness of the need to return all issued uniform and equipment items at the end of the playing season or make restitution for lost items.

The athletic director will monitor development of the inventory system, the custody card system and issuance and collection procedures annually for two years. If, at the end of the two-year period, satisfactory improvement has been achieved, assessments of Coach (name) performance as coach of the (name) High School team will be conducted in alternate years.

Failure to implement the provisions of this corrective action plan will constitute grounds for termination as (name) high school soccer coach.

I have read and I understand the provisions of this corrective action plan.

_____ Coach Signature	_____ Date	_____ Administrator Signature	_____ Date
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You are an instructional leader

In the same manner that a building principal is the instructional leader of the teaching staff, the **athletic director** is the **instructional leader** of the coaching staff.





Purpose of Corrective Action Plans



The purpose of a Corrective Action Plan is to provide a struggling coach with the necessary guidance, support, and strategies for improvement.



Corrective Action Plans – When to Put Into Action

A Corrective Action Plan should be employed when the coach is demonstrated a pattern of unsatisfactory performance in an area outlined on the annual Coach Evaluation Form.

 **BLUE VALLEY SCHOOL DISTRICT
HIGH SCHOOL COACH'S EVALUATION FORM**

Rating Scale: 1 = Satisfactory 2 = Area for Growth 3 = Unsatisfactory

Coach's Name: [Click or tap here to enter text.](#) Sport: [Click or tap here to enter text.](#)
Please complete a self-evaluation, prior to meeting with the athletic director.

PERSONAL & PROFESSIONAL ATTRIBUTES	1	2	3
1. Develops respect by example in appearance, manner, behavior and language. Models appropriate sportsmanship by maintaining suitable sideline conduct	☐	☐	☐
2. Communicates effectively with athletes, parents, and administration	☐	☐	☐
3. Provides an atmosphere of cooperation by being receptive to suggestions and by giving credit to those responsible for success.	☐	☐	☐
4. Develops rapport and demonstrates integrity with the coaching staff and colleagues.	☐	☐	☐
5. Fosters school spirit by promoting and supporting extracurricular school activities.	☐	☐	☐
6. Is fair, understanding, tolerant, sympathetic, and patient with team members.	☐	☐	☐
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COACHING TECHNIQUES	1	2	3
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Coaching Techniques

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COACHING TECHNIQUES

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4. Exhibits reasonable and prudent conduct in providing a safe environment for the athletes. Makes sure safety procedures are taught and followed in all areas. Provides prompt care for any reported or observable injury and/or unusual condition of the athlete.		☐	☐	☐
5. Submits all reports, forms, and information as requested by the administration in a timely manner.		☐	☐	☐
6. Distributes and reviews individual and team expectations and handbooks to athletes, parents, and A.D.		☐	☐	☐
COACHING TECHNIQUES		1	2	3
1. Displays leadership skills, attitudes, and motivational techniques that produce positive efforts by participants.		☐	☐	☐
2. Works effectively with all assistants in delegating authority while remaining accountable for such delegation.		☐	☐	☐
3. Emphasizes the value of competitive athletics, teaches self-discipline and decision-making skills, and stresses the importance of being positive representatives of the school.		☐	☐	☐
4. Develops well-organized practice/game plans that utilize his/her staff and team to their maximum potential.		☐	☐	☐
5. Is well versed and knowledgeable in matters pertaining to the sport. Is innovative in using new coaching techniques and ideas in addition to sound, already-proven methods of coaching.		☐	☐	☐
6. Team performance is consistent with the quality and ability of athletes in the program.		☐	☐	☐
7. Participates in coaching clinics and other activities to improve coaching performance.		☐	☐	☐

PERSONAL AND PROFESSIONAL ATTRIBUTES

2. Communicates effectively with athletes, parents, and administration.

MANAGEMENT OF THE PROGRAM

1. Provides leadership, guidance and supervision to athletes according to Blue Valley District and KSHSAA rules and regulations.

2. Is competent concerning the administration of equipment, including: purchasing, issue, collection, inventory, storage, and budget preparation.

COACHING TECHNIQUES

1. Displays leadership skills, attitudes, and motivational techniques that produce positive efforts by participants.

6. Team Performance is consistent with the quality and ability of athletes in the program.

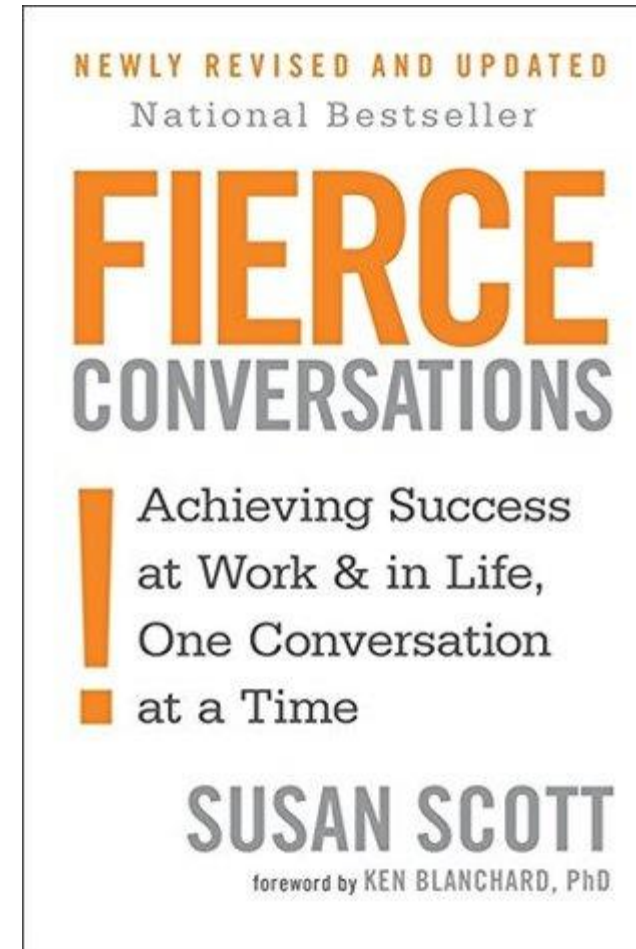
Corrective Action Plans – Why Put Into Action

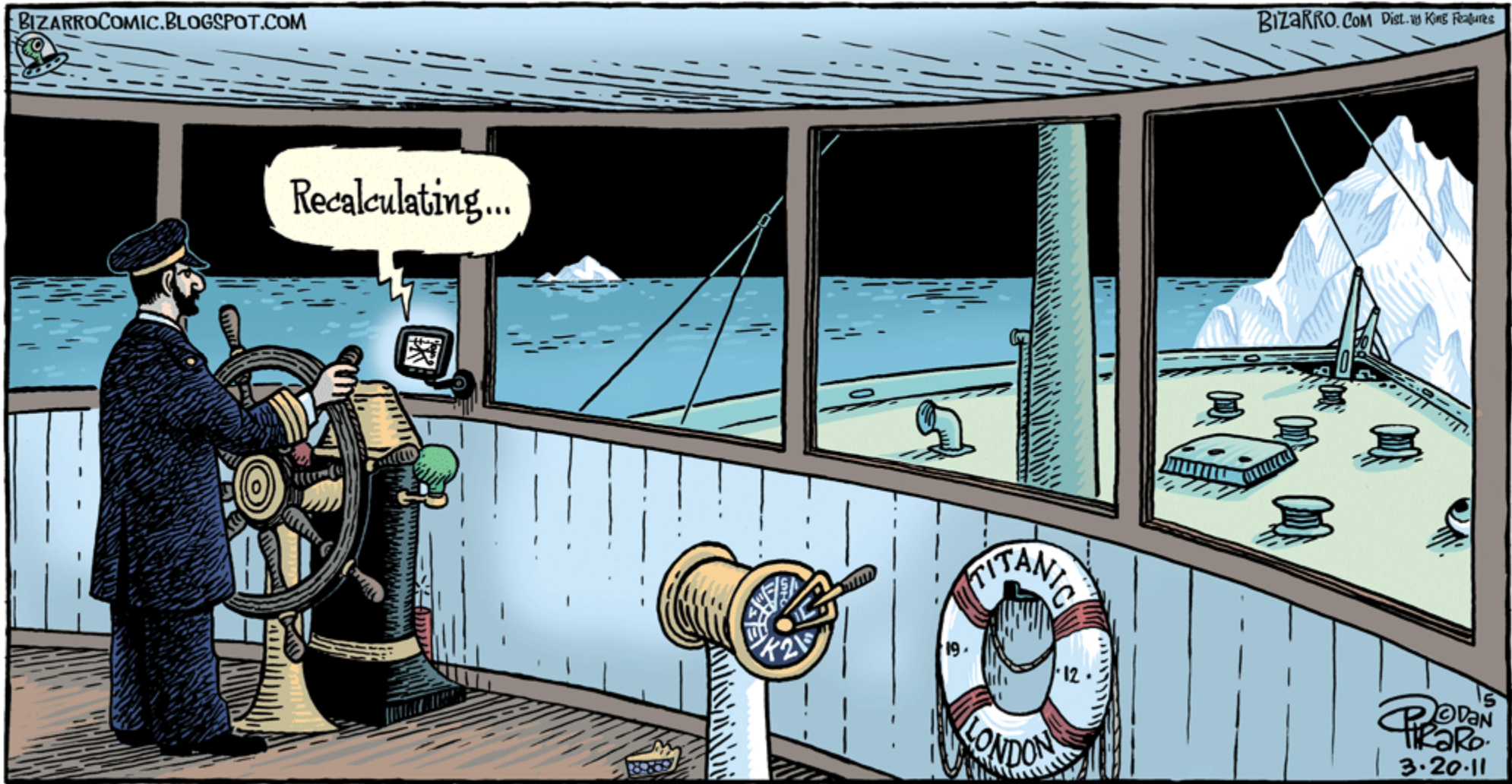


Corrective Action Plans – Meeting

“There is something
within us that
responds deeply to
people who level with
us.”

- Susan Scott







Corrective Action Plans – Meeting

STEP 1

Identify the specific area(s) in need of improvement.

1. Connect the area(s) to evidence from the previous years performance review.
2. Let the coach share their thoughts.
3. ASK Construct

STEP 2

Identify action steps to achieve improvement.

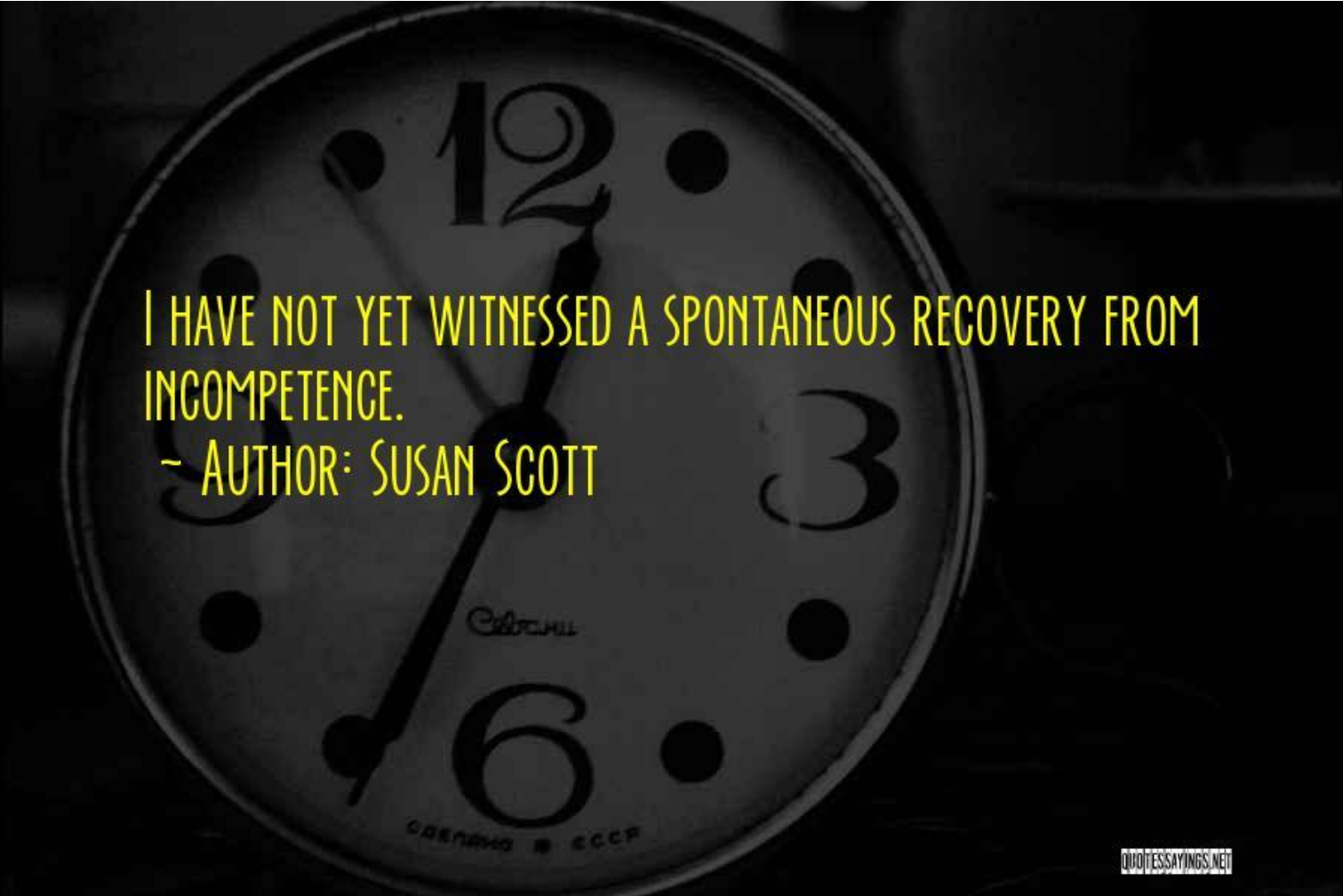
1. Include resources, support systems, and a reasonable timeline.
2. Be very specific!
3. Encourage coachability.

STEP 3

Identify how improvement will be assessed/measured.

1. Schedule future meetings to address progress.
2. Both the athletic director and coach should sign the plan of action.

"You get what you tolerate" – Susan Scott

A close-up photograph of a black clock face. The clock has large, white, serif numerals for 12, 3, and 6. There are also smaller white dots for the other hours. The clock hands are black. The background is dark and out of focus.

I HAVE NOT YET WITNESSED A SPONTANEOUS RECOVERY FROM
INCOMPETENCE.
~ AUTHOR: SUSAN SCOTT



Supporting Coaches on Corrective Action Plans



“Coaching is a profession that can get tough very quickly, and it can also get very lonely . . . A leader must remember that victory or defeat is not determined at the moment of crisis, but rather in the long and unspectacular period of preparation.”



Supporting Coaches on Corrective Action Plans

**Get out from Behind the
Desk**





Benefits of Walk-Throughs

- ADs become more familiar with the coach and his/her instructional and motivational practices.
- The AD are truly serving as the coach's instructional leader.
- The walk-through encourages the coach to maintain a laser-like focus on those areas of concern.
- The AD is better equipped to defend a coach when challenged by a parent.



What to Look For During Walk-Throughs

1. **Engagement** – Are the athletes active and involved in practice?
2. **Instruction** – What instructional strategies does the coach utilize to teach the student-athletes?
3. **Motivation** – What tools are in the coach's motivational tool belt?
4. **Organization** – Does the coach utilize a written practice plan and what is the primary objective of the day's practice?
5. **Professionalism** – Does the coach use appropriate language and behavior. Do they utilize the assistant coaches in an effective manner?
6. **Safety** – Are there any safety hazards?



After the Walk-Through

After the walk-through it is imperative that the athletic director meets with the coach.

Primary Objective

Elicit thoughtful conversation through the use of reflective questions.



Supporting Coaches on Corrective Action Plans

- **Get out from Behind the Desk**



**Find Yoda and Ask
for Help**



- **Get out from Behind the Desk**
- **Find Yoda and Ask for Help**

Iron Sharpens Iron





Supporting Coaches on Corrective Action Plans

- Get out from Behind the Desk (Walk-Thru)
- Find Yoda and Ask for Help (Mentor)
- Iron Sharpens Iron (Professional Learning Community)

Purpose Statement

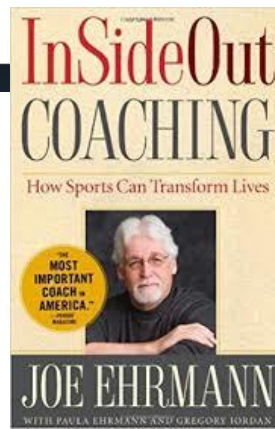
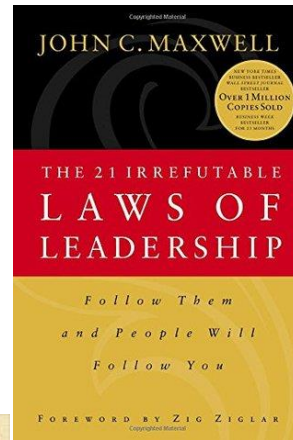
“I teach and coach to Support, Challenge, and Empower young people to become the best version of themselves.”

- Scott Wright (BV West High School)



Supporting Coaches on Corrective Action Plans

- Get out from Behind the Desk
- Find Yoda and Ask for Help
- Iron Sharpens Iron
- Purpose Statement



**Do Your
Homework**





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