

Lights...Camera...Action Plan!

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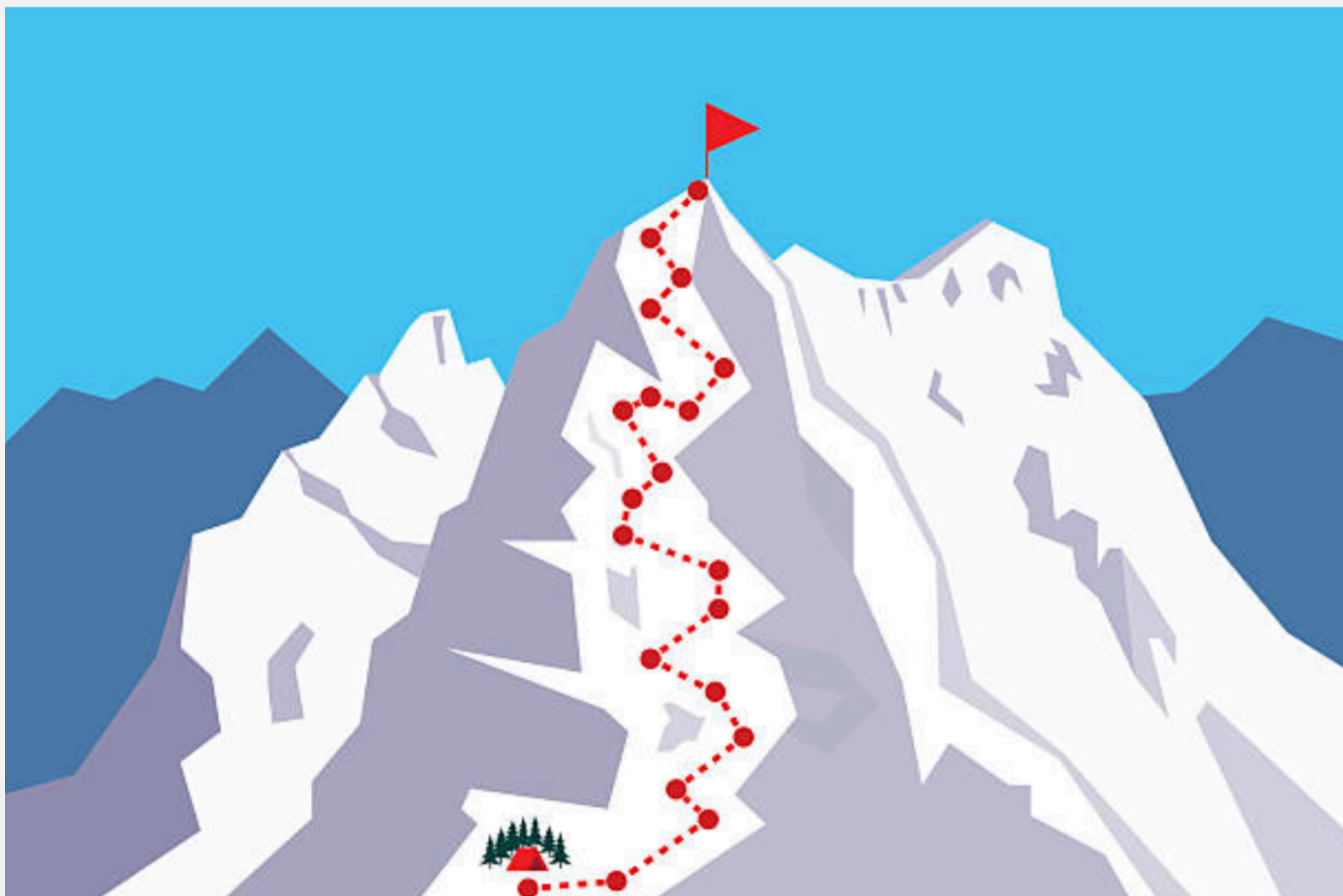
Session Objectives

- **Review** key components of Practice-based Coaching (PBC)
 - Situate shared goal-setting and action planning, including strengths and needs assessment within the PBC framework
- **Discuss** indicators of high-quality PBC goals and action plans
- **Discuss** common challenges for goal-setting and action planning
- **Analyze and revise** PBC goals and action plans

Meet the Team



Before we start...



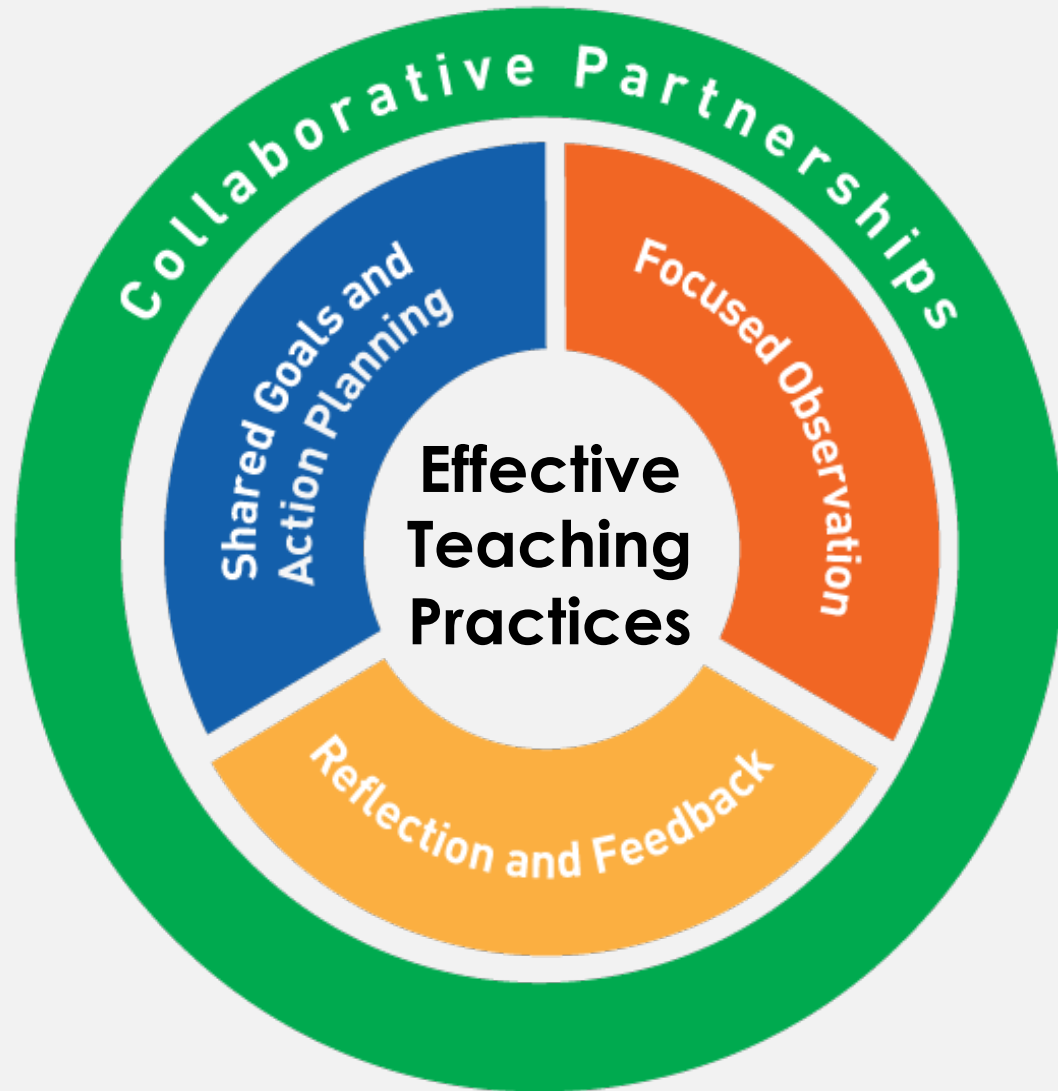
Setting the Stage...

- Definition & Key Components
- Evidence Base
- Focus on Shared Goals and Action Planning



(Snyder, Hemmeter, & Fox, 2015)

Practice-based Coaching



Practice-based coaching is a cyclical process for supporting teachers' use of effective **teaching practices** that lead to positive outcomes for children.

(Snyder, Hemmeter, & Fox, 2015)

Evidence base for PBC



- Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices: An Efficacy Trial of Tools for Teachers (IES Project Number R324A070008, R324A150076)
- California Embedded Instruction Pilot Project (California Department of Education, Special Education Division, Contract Number AGR00008966)

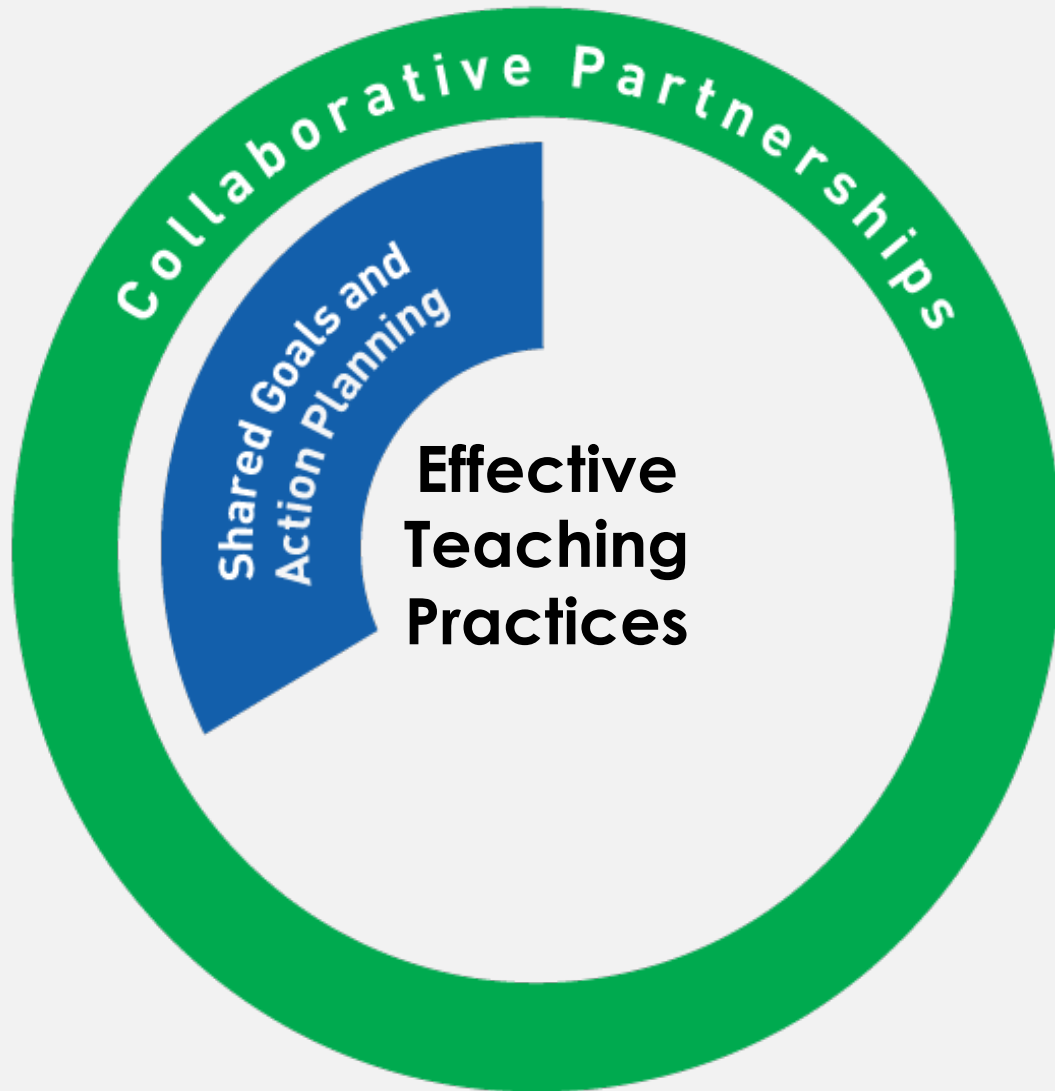


- Examining the Potential Efficacy/Efficacy of Classroom-wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities (IES Project Number R324A07212, R324A120178)



- Efficacy of BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders. Institute of Education Sciences (R324A110173, R324A16015)
- National Head Start Center for Quality Teaching and Learning (Office of Head Start Project Number 90HC000202), National Center on Early Childhood Development, Teaching, and Learning (Office of Head Start Project Number 90HC0012)

Focus on Shared Goals and Action Planning



- Strengths and needs assessment
 - Support ongoing collaborative partnership and development of shared goals
- Shared goals
 - Observable, measurable, achievable
- High-quality action plans
 - Guide focused observation and reflection and feedback

...Lights...

Putting the spotlight on observable teaching practices that will be the focus of PBC



Practice Implementation Checklist: High Quality Environments

Schedules & Routines

- Post daily schedules and routines with visual displays
- Review schedule and refer to it throughout the day
- Plan both large and small group activities throughout each day
- Include a balance of teacher-directed and child-directed activities
- Prepare children for changes that will occur in the regular schedule
- Make special preparations for individual children who may need more support to follow the routine

Classroom Design

- Children can easily move around the classroom
- The learning centers have clear boundaries
- No wide open spaces in the classroom where children can run
- Adequate number and variety of centers to maintain children's interest and support the number of children at each center (1 center for every 4 children)

Promoting Engagement

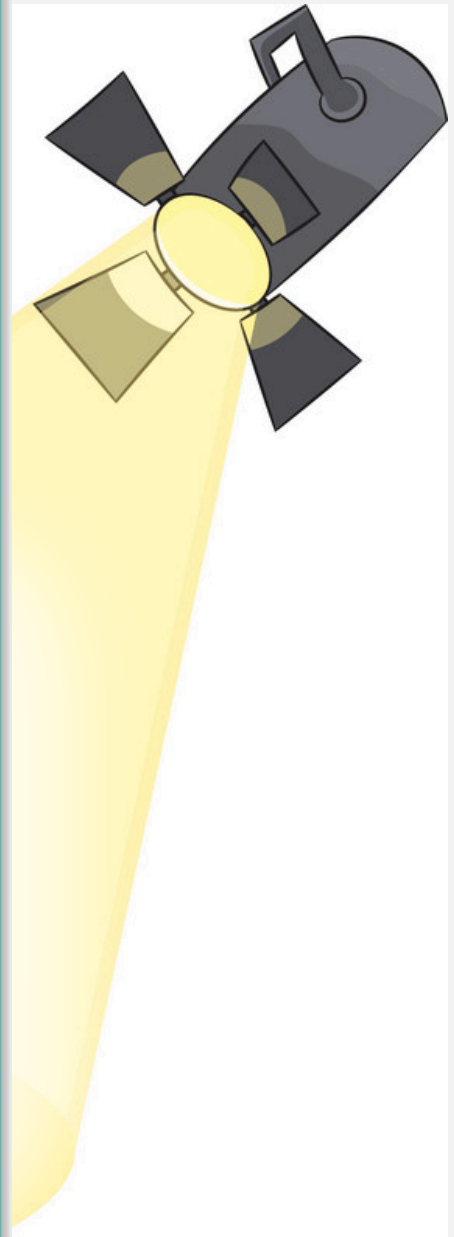
- Structure activities so that children are actively engaged almost all of the time (i.e., actively participating)
- Change your activity plan when children lose interest
- When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity
- Comment positively and descriptively on children's engagement

Transitions

- Provide a whole class warning prior to transitions
- Develop transition games, songs, or others to ensure all children are actively engaged in the transition
- Specifically teach the steps and expectations for transitions
- Provide positive and specific feedback to children who transition appropriately
- Provide individual prompts (e.g., verbal, visuals) to children who may have difficulty transitioning
- Actively engage all students in the transition even those who are waiting for their turn

Expectations & Rules

- Post behavior expectations and regularly review during large group instruction
- Provide instruction on posted behavior expectations to individual children, during play, and small group activities
- Give specific feedback on appropriate child behavior linking back to the posted behavior expectations
- Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class





Teacher Goal Planning Form (Coach)

Teacher: _____ Coach: _____

Date: _____

Coach Directions: Use the data from your observations, including data from the formal TPOT (including red flags), to identify strengths, needs, and potential focus areas for coaching. Use this form to help you lead a discussion during the second coaching session.

Identify <i>Pyramid Model</i> practices the teacher is implementing well at the Universal level:	
Nurturing and Responsive Relationships	High Quality Supportive Environments
Identify 3 <i>Pyramid Model</i> practices to target for support:	
Identify 2-3 goals you think would be appropriate and relevant for this teacher:	

Goal and Shared Goal

Goal

- A statement describing the **actions or behaviors** of the teacher(s) related to a targeted teaching practice(s).
- Goal statements include an **observable teaching practice, when** the practice will be implemented, and **how much or how often** the teaching practice will be seen or heard.

Shared Goal

- A written goal developed collaboratively by the coach and teacher
 - Provide a common starting point
 - Develop shared expectations
 - Inform the focus of the observation

Strengths and Needs Assessment: Your Key to Arriving at a Shared Goal



- What is a strengths and needs assessment?
 - A rating scale designed to facilitate coach and teacher reflection about the teacher's current use of teaching practices that are the focus of PBC
- Who completes a strengths and needs assessment?
 - The coach and teacher complete to facilitate the shared goal setting and action planning process
- **What processes have you used to facilitate shared goal setting and action planning using a strengths and needs assessment?**

Coach and teacher(s) complete the Strengths and Needs Assessment

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graph TD; A[Coach and teacher(s) complete the Strengths and Needs Assessment] --> B[Coach invites teacher(s) to share the strengths and needs assessment. Coach provides additional information about strengths and needs observed]; B --> C[Conversation leads to a shared goal related to one (or more) of the targeted teaching practices];
```

Coach invites teacher(s) to share the strengths and needs assessment. Coach provides additional information about strengths and needs observed

Conversation leads to a shared goal related to one (or more) of the targeted teaching practices

Focus on Goal Quality: What should every goal include?



- **Observable teaching practice**

- ✓ An action(s) you can see or hear the teacher(s) do in the classroom
- ✓ Can be counted or measured

- **Activities for implementation**

- ✓ Specific activities in which the teacher(s) will practice their implementation of the teaching practice

- **How much or how often the practice will be seen or heard**

- ✓ How many times the teacher plans to use the practice within or across planned activities

Example Goal

The quality components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide positive descriptive praise to at least 3 children during each free play activity and meal time each day for 2 consecutive weeks.

Example Goal

The quality components are:

- **Observable teaching practice**
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- **How much or how often the practice will be seen or heard**

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Example Goal

The quality components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.

Example Goal

The quality components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will **provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.**



Tips for Shared Goal Setting

Issue	Why is it an Issue?	Tip
Focusing only on making materials (e.g., visual schedule, rules/expectations)	<ul style="list-style-type: none">• No observable action the teacher(s) will do in the classroom• Likely to be achieved in < 2 weeks	<ul style="list-style-type: none">• Focus on how the teacher will use the material to implement a practice• Make developing/making the material an action step to achieve the goal

Tips for Shared Goal Setting

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Taking the practice straight from the strengths and needs assessment, practice inventory, or TPOT	<ul style="list-style-type: none">• Often too broad• Not individualized to meet the needs of the teacher	<ul style="list-style-type: none">• Consider available data about the extent to which the teacher is currently using the practice• Focus on how and when the teacher will use the practice

Tips for Shared Goal Setting

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Taking the practice straight from the strengths and needs assessment, practice inventory, or TPOT	<ul style="list-style-type: none"> Often too broad Not individualized to meet the needs of the teacher 	<ul style="list-style-type: none"> Consider available data about the extent to which the teacher is currently using the practice Focus on how and when the teacher will use the practice
Focusing on too many practices	<ul style="list-style-type: none"> The goal is too big to be accomplished in 2-5 weeks Overwhelming for the teacher 	<ul style="list-style-type: none"> Break the practices down into a logical sequence for multiple action plans Consider which of the practices included will have the greatest impact on overall classroom quality



Rate and Revise



Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal ✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No
Notes:	

- Read the goals provided
- Use the **Goal** section of the *Action Plan Quality Checklist* and your colored pencils to rate the quality of each goal
- Write a revised goal in the space provided.



Take Away!

Lights...Camera...Action Plan!



Practice-based coaching is a cyclical coaching framework. At the center of the framework are effective teaching practices. The three components of PBC are shared goals and action planning, focused observation, and reflection and feedback. As shown in the figure, these three components, along with a specified set of effective teaching practices, are implemented in the context of a collaborative partnership between a coach and coachee. Shared goal setting and action planning is a collaborative process by which the coach and coachee conduct a strengths and needs assessment to identify practices that will be the focus of PBC, write a shared goal focused on an effective teaching practice(s) identified through strengths and needs assessment, and develop and action plan to achieve the goal.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*(3), 133-143.

Process		My Notes <i>Why is this part of the goal setting and action planning process important?</i>	Back-Home Plan <i>What do I need to do or make to engage in this part of the process?</i>
Strengths and Needs Assessment	<u>Strengths and Needs Assessment</u> - A process for the coach and coachee to identify and discuss the coachee's strengths and needs with respect to the effective teaching practices that are the focus of PBC.		
Shared Goal Setting	<u>Shared Goal-</u> Collaboration between the coach and coachee to write a shared goal focused on an effective teaching practice(s).		

Adapted with permission from the Anita Zucker Center for Excellence in Early Childhood Studies: Bishop, C., Shannon, D., & Snyder, P. (2018, October). *Constructing a coaching roadmap: Tips for collaborative goal setting and action planning*. Preconference session at the International Division for Early Childhood Conference. Orlando, FL.



...Action Plan!



Pyramid Model Action Plan

Teacher: _____ Coach: _____ Date Written: _____ Date Completed: _____

Goal		
Action Steps	Materials or Resources Needed	Timeline
		<input type="checkbox"/> Completed
		<input type="checkbox"/> Completed
		<input type="checkbox"/> Completed
		<input type="checkbox"/> Completed
		<input type="checkbox"/> Completed
My goal is met when... (How will you count or measure this goal to know it's complete?)		

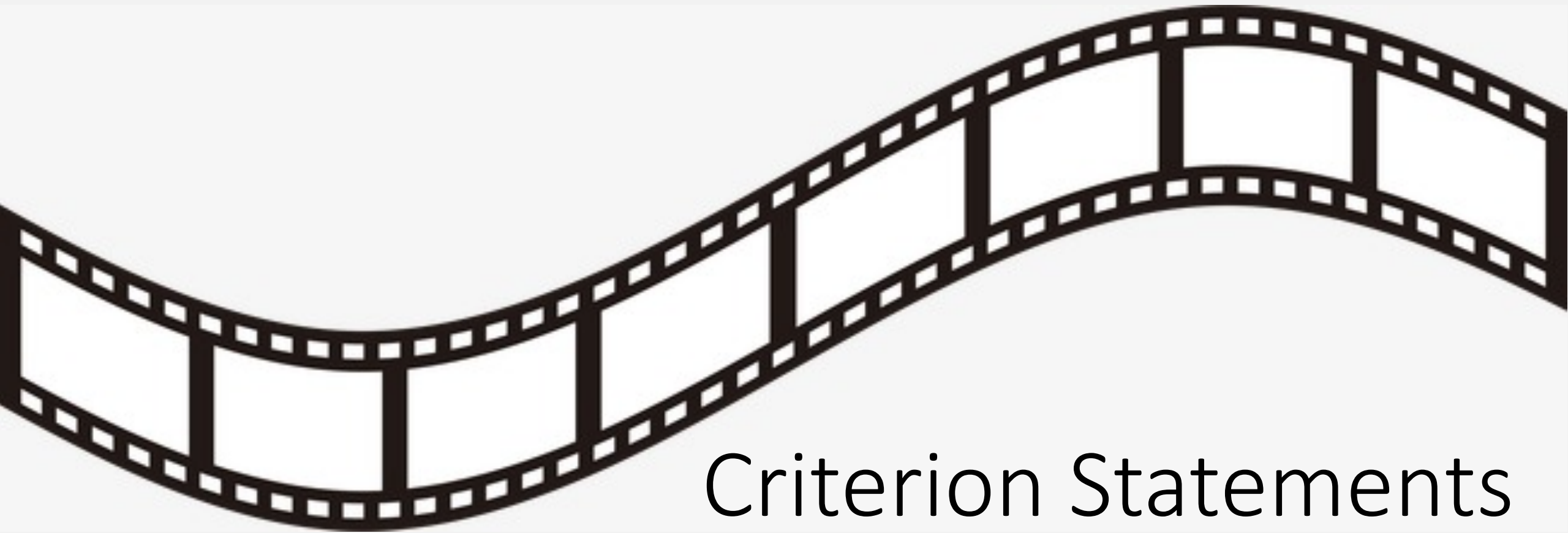
Constructing a high-quality coaching "road-map" to help teachers achieve their goal



Action Plan

Goal: Each member of the team will provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.

<i>Action Steps</i>	<i>Resources</i>	<i>Timeline</i>
Step 1. I will list the opportunities currently offered for children to make choices during each center area and teacher-directed small group. I will check in with my team to confirm I've included all current opportunities.	<i>Lesson plans, time to make list</i>	5/6
Step 2. I will read about ways to engage children in center activities and add materials to center areas to increase opportunities for children to choose from a variety of materials.	<i>Implementation guide 2, p. 25</i>	5/7
Step 3. I will write prompts in the lesson plans that specify how I will offer choices during teacher-directed small groups and practice using these prompts during my planned lesson.	<i>Planning time, lesson plan</i>	5/13
Step 4. I will develop a data collection form. Then, I will meet with my team to plan how we will share responsibilities for collecting data on the number of choices offered during centers and teacher-directed small groups.	<i>Templates, planning time with team</i>	5/17
Step 5. My team and I will collect data daily about how many choices are offered by each person on the team during centers and teacher-directed small groups. I will review the data with my coach.	<i>Data collection forms, coach time</i>	5/24
<p>Goal Achievement Statement: I will know I have achieved this goal when my team and I have collected data to show each of us is providing 3 opportunities to either an individual child or to a group of children in each center area and teacher-directed small group every day for 1 week.</p>		



Criterion Statements

Criterion Statements

- Are generated **collaboratively** between teacher and coach
- Are informed by:
 - Strengths and needs assessment data
 - Goal
 - Planned action steps
- Are used to decide when a goal is met and a new action plan is needed



Criterion Statements

- Observable & measurable criteria
 - I will know I have achieved this goal when **my coach** has *collected data to show...*
 - I will know I have achieved this goal when **I** have *collected data to show...*
 - I will know I have achieved this goal when **my team** has *collected data to show....*

Criterion Statement

Goal: Each member of the team will **provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.**

Example Criterion Statement: I will know I have achieved this goal when my team and I have collected data to show each of us is providing 3 opportunities to either an individual child or to a group of children in each center area and teacher-directed small group every day for 1 week.

- *Who will be implementing the practice?*
- *What practices will be seen?*
- *Where, when, and for how long will we observe this practice?*

Give It a Try!

- Write a criterion statement for the goal you wrote
- Do a self-check:
 - ✓ Do you know who will collect the data?
 - ✓ Do you know who will implement the practice?
 - ✓ Do you know what practices will be seen?
 - ✓ Do you know where, when, and for how long the practice will be observed?



Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal ✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No

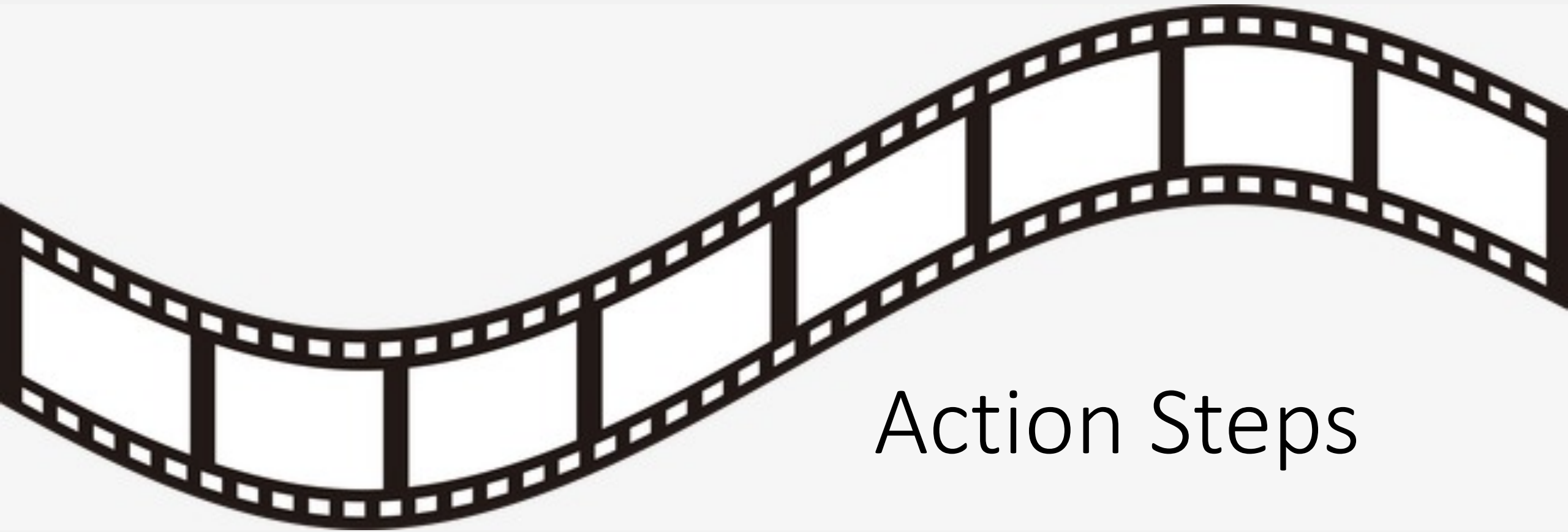
Notes:



Take Away!

Process		My Notes	Back-Home Plan
		<i>Why is this part of the goal setting and action planning process important?</i>	<i>What do I need to do or make to engage in this part of the process?</i>
Action Planning	Criterion Statement (Goal Achievement Statement) -Specifies how the coach and coachee will know when the goal is achieved		
	Action Steps -Specific statements that describe what the coachee and coach will do to ensure the goal is achieved		
	Resources -Material, time, and personnel resources needed to complete the action steps specified in the action plan		
	Timelines -Proposed dates for completing action steps		

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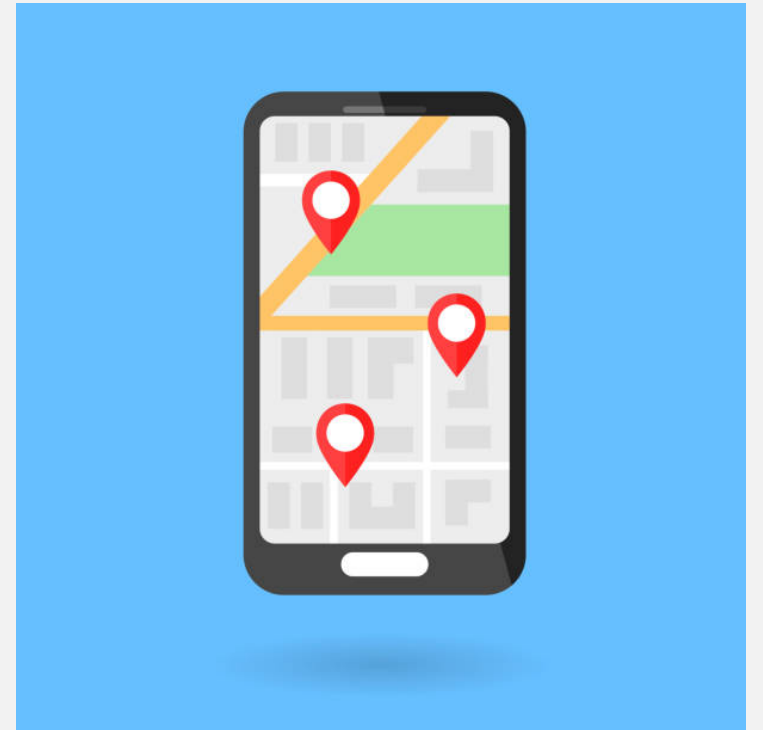


Action Steps

Add a blurb here about action steps?

Action Steps

- Aligned with the goal and criterion statement
- Written as observable actions
 - Avoid: *review, identify, consider, reflect*
- Logically sequenced



Logically Sequenced

- Step 1: The foundation
 - What does the teacher need to learn, watch, read, or analyze to get started?
- Steps 2-4: Take action
 - What does the teacher need to **make**?
 - What will you **see or hear** the teacher do in the classroom?
 - Who does the teacher need to **talk to** about this goal?
- Step 5: Analyze
 - How will the data be summarized?
 - Has the criterion been met?

Linked or Not Linked?

Goal : Each member of the team will provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.

1. We will work together to brainstorm steps that need to occur during the morning arrival.
2. We will work together to identify strategies to ensure children are actively engaged in the morning arrival transition (e.g., “signing in,” looking at books on the carpet while waiting for other children to arrive).
3. We will assign roles so that the classroom is “zoned” to support children’s engagement in the transition.
4. Our coach will observe how many children are actively engaged in the morning arrival transition and share her observations with us.

Linked or Not Linked?

Goal : Each member of the team will **provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.**

1. We will work together to brainstorm steps that need to occur during the **morning arrival**.
2. We will work together to identify strategies to ensure children are **actively engaged in the morning arrival** transition (e.g., “signing in,” looking at books on the carpet while waiting for other children to arrive).
3. We will assign roles so that the classroom is “zoned” to **support children’s engagement** in the transition.
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Linked or Not Linked?

Goal : Each member of the team will provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.

1. I will list the opportunities currently offered for children to make choices during each center area and teacher-directed small group. I will check in with my team to confirm I've included all current opportunities.
2. I will read about ways to engage children in center activities and add materials to center areas to increase opportunities for children to choose from a variety of materials.
3. I will write prompts in the lesson plans that specify how we will offer choices during teacher-directed small groups and practice using these prompts during my planned lesson.
4. I will develop a data collection form. Then, I will meet with my team to plan how we will share responsibilities for collecting data on the number of choices offered during centers and teacher-directed small groups.
5. My team and I will collect data daily about how many choices are offered by each person on the team during centers and teacher-directed small groups. I will review it with my coach.

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5. My team and I will collect data daily about how many choices are offered by each person on the team during centers and teacher-directed small groups. I will review it with my coach.

Give it a Try!!

- Write action steps for the goal you wrote
- Do a self-check:
 - ✓ Are the action steps aligned with the goal?
 - ✓ *Consider who is involved*
 - ✓ *Consider the practice*
 - ✓ Are they observable actions?
 - ✓ Are they logically sequenced?
 - ✓ Do you know what the coach will provide?



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Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

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<i>Goal✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
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Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No

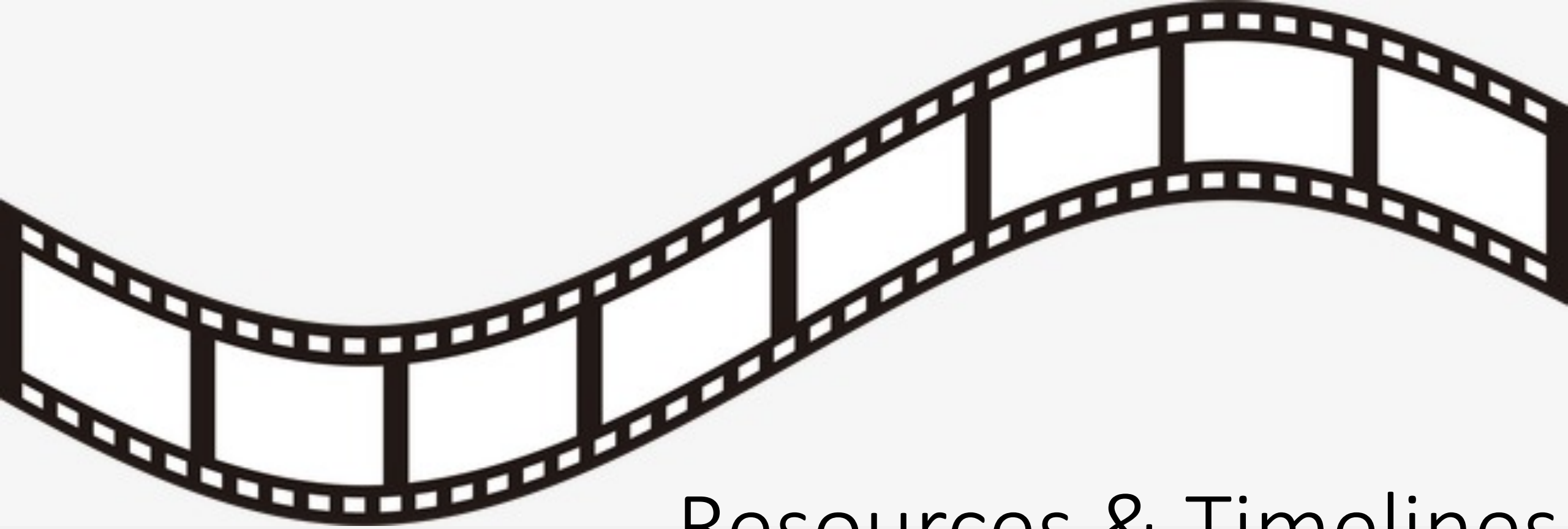
Notes:



Take Away!

Process		My Notes	Back-Home Plan
Action Planning	Criterion Statement (Goal Achievement Statement) -Specifies how the coach and coachee will know when the goal is achieved	<i>Why is this part of the goal setting and action planning process important?</i>	<i>What do I need to do or make to engage in this part of the process?</i>
	Action Steps -Specific statements that describe what the coachee and coach will do to ensure the goal is achieved		
	Resources -Material		
	time, and personnel resources needed to complete the action steps specified in the action plan		
	Timelines -Proposed dates for completing action steps		

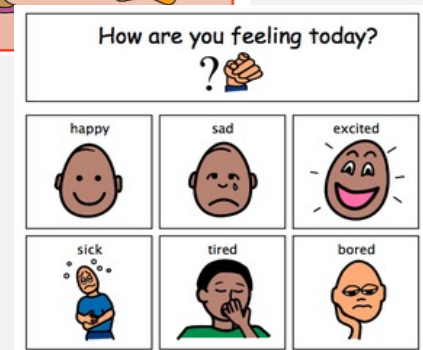
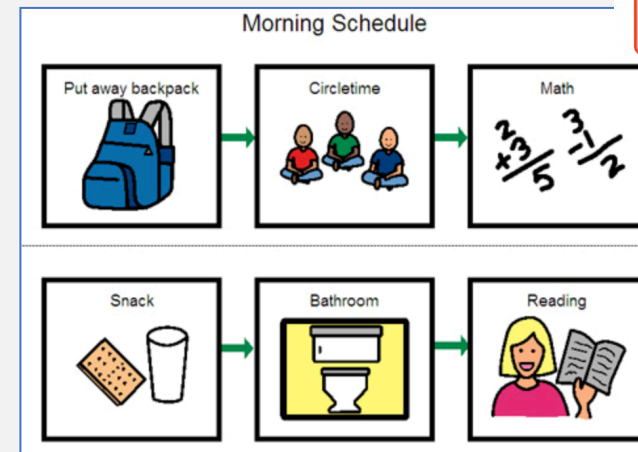
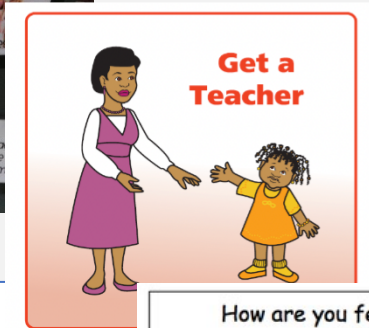
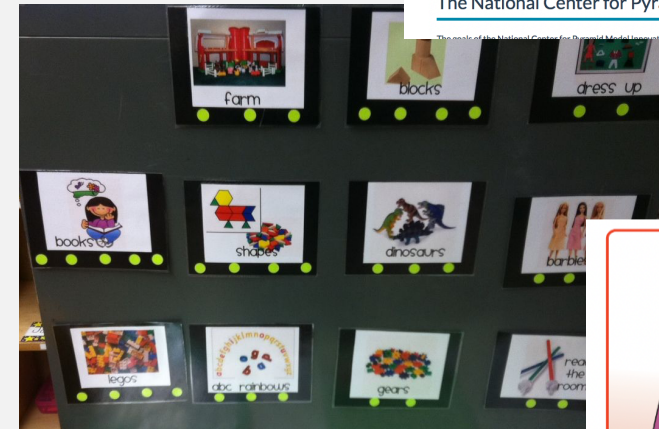
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Resources & Timelines

Selecting Resources & Materials

- Consider what material or human resources are needed to accomplish each step
- Provide information about a practice
- Support the teacher's implementation of a practice in the classroom
- Support individual children to access and participate in the general curriculum, activities, and routines



Timelines

- Should be:
 - Accomplished in 2- 5 weeks
 - Guide the teacher(s) actions between sessions
 - Flexible
 - Accommodate the needs of the teacher and team

Tips:

- *Write dates 1-2 steps ahead of the current action step*
- *Plan for the team to accomplish tasks between each face-to-face coaching session*
- *Consider holidays or breaks when making the timeline*

Give It a Try!!

- Write resources and timelines for the action steps you wrote
- Do a self-check:
 - ✓ Are the resources aligned with the action steps?
 - ✓ Were both human (i.e., time) and material resources included?
 - ✓ Is the timeline feasible?
 - ✓ Does the timeline include activities to be completed between sessions?



Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

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Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
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<i>Goal✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No

Notes:





Take Away!

Process		My Notes <i>Why is this part of the goal setting and action planning process important?</i>	Back-Home Plan <i>What do I need to do or make to engage in this part of the process?</i>
Action Planning	Criterion Statement (Goal Achievement Statement) -Specifies how the coach and coachee will know when the goal is achieved		
	Action Steps -Specific statements that describe what the coachee and coach will do to ensure the goal is achieved		
	Resources -Material, time, and personnel resources needed to complete the action steps specified in the action plan		
	Timelines -Proposed dates for completing action steps		

Adapted with permission from the Anita Zucker Center for Excellence in Early Childhood Studies: Bishop, C., Shannon, D., & Snyder, P. (2018, October). *Constructing a coaching roadmap: Tips for collaborative goal setting and action planning*. Preconference session at the International Division for Early Childhood Conference. Orlando, FL.

Action Planning Steps Summary

1. Complete and review strengths and needs assessment
2. Write the goal
3. Write the criterion statement
4. Write down the action steps to achieve the goal
5. Decide on the resources needed
6. Develop a timeline

Remember the action plan is a working document!
Make adjustments when needed. 😊

Goal: Each member of the team will provide at least 3 opportunities for children to make choices during centers and teacher-directed small groups every day for 1 week.

Criterion Statement: I will know I have achieved this goal when my team and I have collected data to show each of us is providing 3 opportunities to either an individual child or to a group of children in each center area and teacher-directed small group every day for 1 week.

Action Steps	Resources	Timeline
Step 1. I will list the opportunities currently offered for children to make choices during each center area and teacher-directed small group. I will check in with my team to confirm I've included all current opportunities.	Lesson plans, time to make list	5/6
Step 2. I will read about ways to engage children in center activities and add materials to center areas to increase opportunities for children to choose from a variety of materials.	Implementation guide 2, p. 25	5/7
Step 3. I will write prompts in the lesson plans that specify how I will offer choices during teacher-directed small groups and practice using these prompts during my planned lesson.	Planning time, lesson plan	5/13
Step 4. I will develop a data collection form. Then, I will meet with my team to plan how we will share responsibilities for collecting data on the number of choices offered by each person on teacher-directed small groups.	Templates, planning time with team	5/17
Step 5. My team and I will collect data daily about how many choices are offered by each person on the team during centers and teacher-directed small groups. I will review it with my coach.	Data collection forms, coach time	5/24

Slide used with permission from: Bishop, C., Shapiro, G., & Snyder, P. (2018, October). Constructing a coaching roadmap: Tips for collaborative goal setting and action planning. Preconference session presented at the Division for Early Childhood International Conference, Orlando, FL.

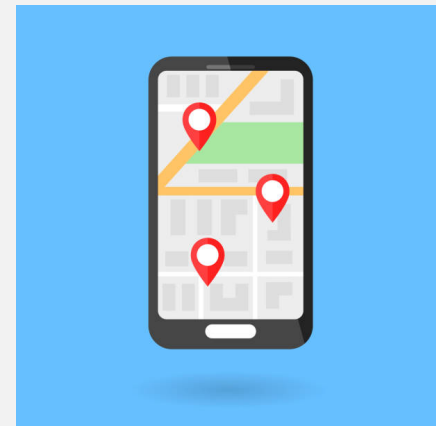


Table Talk



- **Discuss at your table**

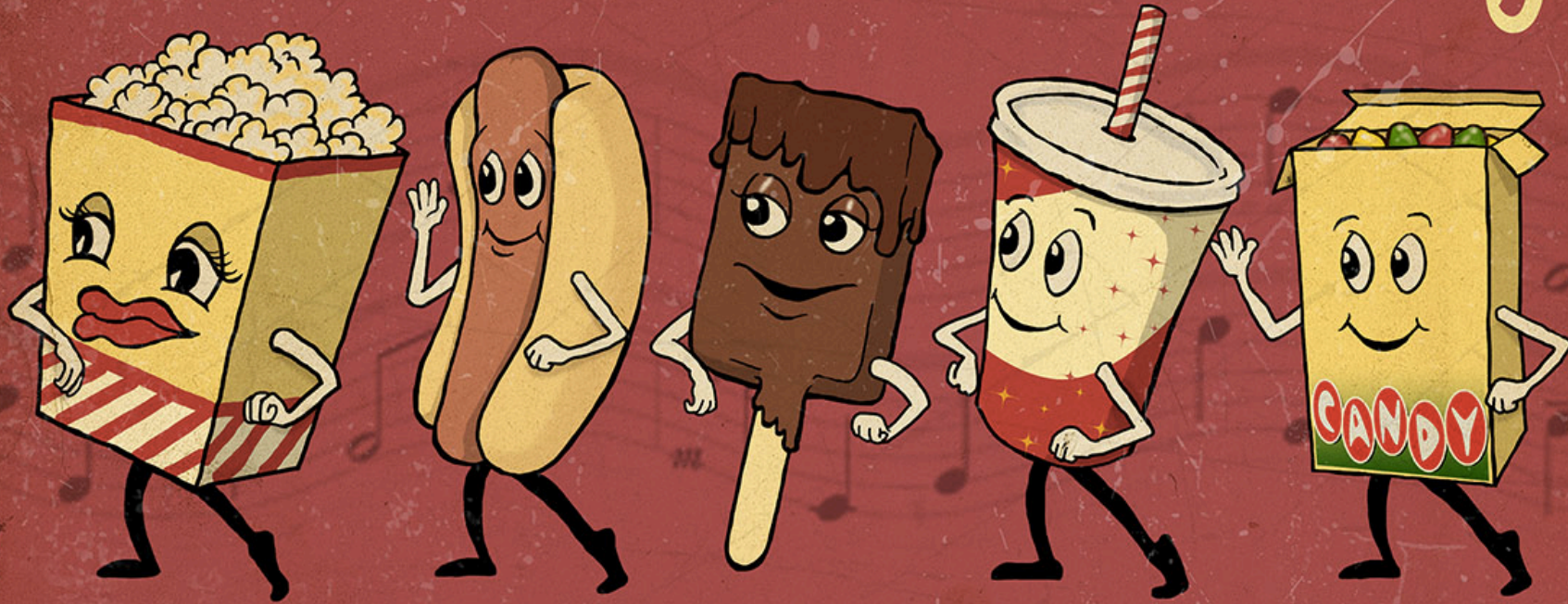
- What challenges have you encountered during coaching that you think this approach to action planning will address?
- What questions do you still have about action planning?



- **Decide on 1-2 things you want to know more about related to each component of the action plan.**

- Write each on a post-it and place on the corresponding paper component

Let's All Go To The Lobby



To Get Ourselves A Treat!

Meet Samantha...





Your task...



- Examine Samantha's third action plan. Complete the *NCPMI Action Plan Quality Checklist* and decide if it meets the criteria provided.



- Discuss your ratings at your table. Do you see ways to make it even higher quality?



Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal!*: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No
Notes:	

National Center for Pyramid Model Innovations
ChallengingBehavior.org

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How did Kenya & Samantha do?



Pyramid Model Action Plan
 Teacher: Samantha Coach: Kenya Date Written: Wed. 1/30/19 Date Completed: _____

Goal
 I will provide at least 3 positive reminders about the posted rules to either an individual child or to a group of children during center time and small groups every day.

Action Steps	Materials or Resources Needed	Timeline
I will watch video exemplars of teachers providing positive reminders about classroom rules or expectations.	Video exemplars from coach Time to watch videos	Fri. 2/1/19 <input checked="" type="checkbox"/> Completed
I will make a list of positive reminder starter phrases and post them in centers or small group stations where children typically need the most reminders about rules (e.g., blocks, small group art activities).	Construction paper Computer/printer Planning time	Wed. 2/6/19 <input checked="" type="checkbox"/> Completed
I will video tape myself during centers and one small group. I will review my video with my coach and we will take data together to determine how many positive reminders I provide.	Video camera Time with coach Data collection form	2/20/19 <input checked="" type="checkbox"/> Completed
I will use a rubber-band system to keep track of how many positive reminders I provide to an individual child (blue rubber band) or to a group of children (red rubber band) and I will transfer my data to a data form at the end of each day so I can review it with my coach.	Blue and red rubber bands Data collection forms Time with coach	3/6/19 <input checked="" type="checkbox"/> Completed

My goal is met when... (How will you count or measure this goal to know it's complete?)
 I have collected data to show I provide at least 3 positive reminders about the rules to either an individual child or a group of children in centers and in small groups (6 total) every day for 3 consecutive weeks.

Adapted from: Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (R342A07008, R324A150076). The opinions expressed are those of the authors, not the funding agency, and no official endorsement should be inferred.

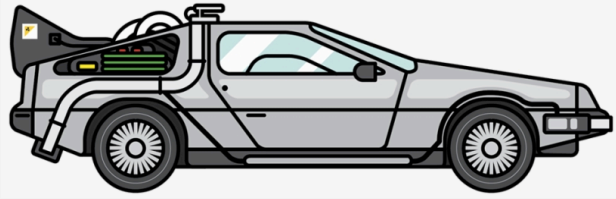
NCPMI Action Plan Quality Checklist
 Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes	No
Goal		
• Does the goal include one or more specific actions a coachee will do?	<input type="checkbox"/>	<input type="checkbox"/>
• Can the actions be counted or measured?	<input type="checkbox"/>	<input type="checkbox"/>
Goal Achievement Statement		
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the goal achievable within the next 2-3 coaching cycles?	<input type="checkbox"/>	<input type="checkbox"/>
Action Steps		
• Is it clear how the coachee and coach will know when the goal is met?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there two or more action steps to break down how the goal will be achieved?	<input type="checkbox"/>	<input type="checkbox"/>
Resources		
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
• Are materials or resources listed for all action steps?	<input type="checkbox"/>	<input type="checkbox"/>
Timeline		
• Is there a timeline for the next action step?	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

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I scored it "Yes," but...



Let's check in on Samantha & Kenya..

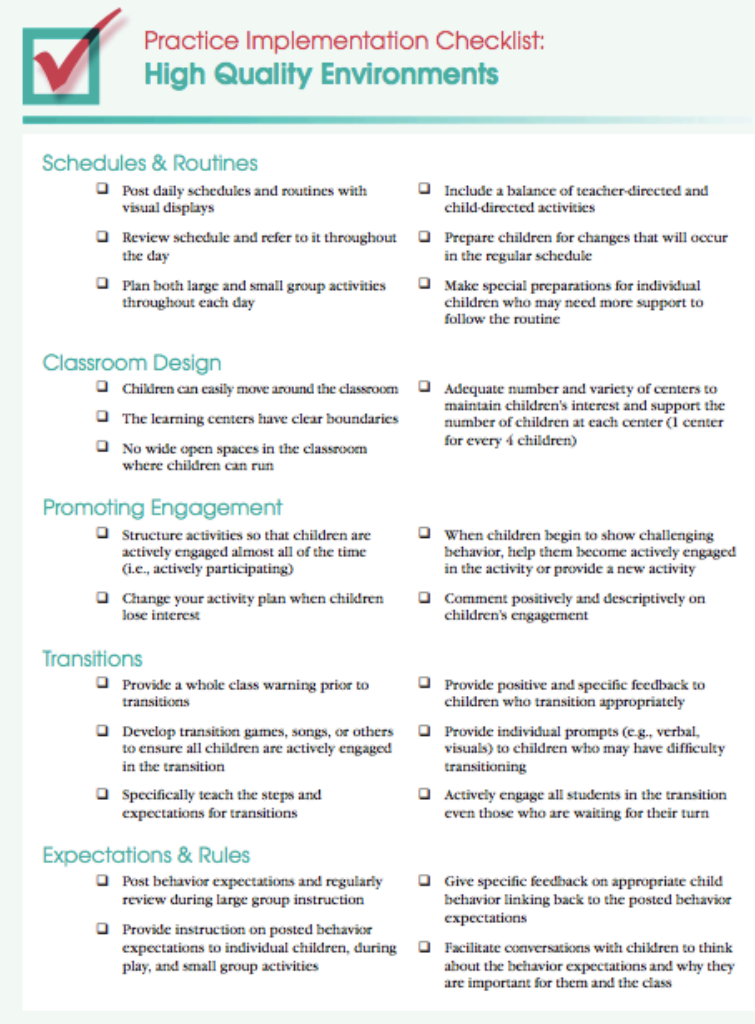
After the first focused observation for this action plan:

- Samantha has completed the first action step and was enthusiastic to share that Jamie asked her if she could start learning more about what Samantha and Kenya talk about in their coaching sessions.
- Samantha expressed concern that she will not have time to meet her goal because spring break is coming up, and she does not know if she will be able to collect 3 weeks of data before then.
- Samantha and Jamie both continue to wonder whether they are providing enough support to Caiden

Engaging the Coaching Community

- The focus of Kenya’s upcoming coaching community call is writing goals to get the “biggest bang for your buck” by incorporating multiple practices or focusing on practices that go across multiple TPOT items.

How could we revise Samantha’s goal to have more “bang for her buck?”



Practice Implementation Checklist: High Quality Environments

Schedules & Routines

- Post daily schedules and routines with visual displays
- Review schedule and refer to it throughout the day
- Plan both large and small group activities throughout each day
- Include a balance of teacher-directed and child-directed activities
- Prepare children for changes that will occur in the regular schedule
- Make special preparations for individual children who may need more support to follow the routine

Classroom Design

- Children can easily move around the classroom
- The learning centers have clear boundaries
- No wide open spaces in the classroom where children can run
- Adequate number and variety of centers to maintain children’s interest and support the number of children at each center (1 center for every 4 children)

Promoting Engagement

- Structure activities so that children are actively engaged almost all of the time (i.e., actively participating)
- Change your activity plan when children lose interest
- When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity
- Comment positively and descriptively on children’s engagement

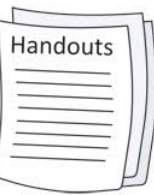
Transitions

- Provide a whole class warning prior to transitions
- Develop transition games, songs, or others to ensure all children are actively engaged in the transition
- Specifically teach the steps and expectations for transitions
- Provide positive and specific feedback to children who transition appropriately
- Provide individual prompts (e.g., verbal, visuals) to children who may have difficulty transitioning
- Actively engage all students in the transition even those who are waiting for their turn

Expectations & Rules

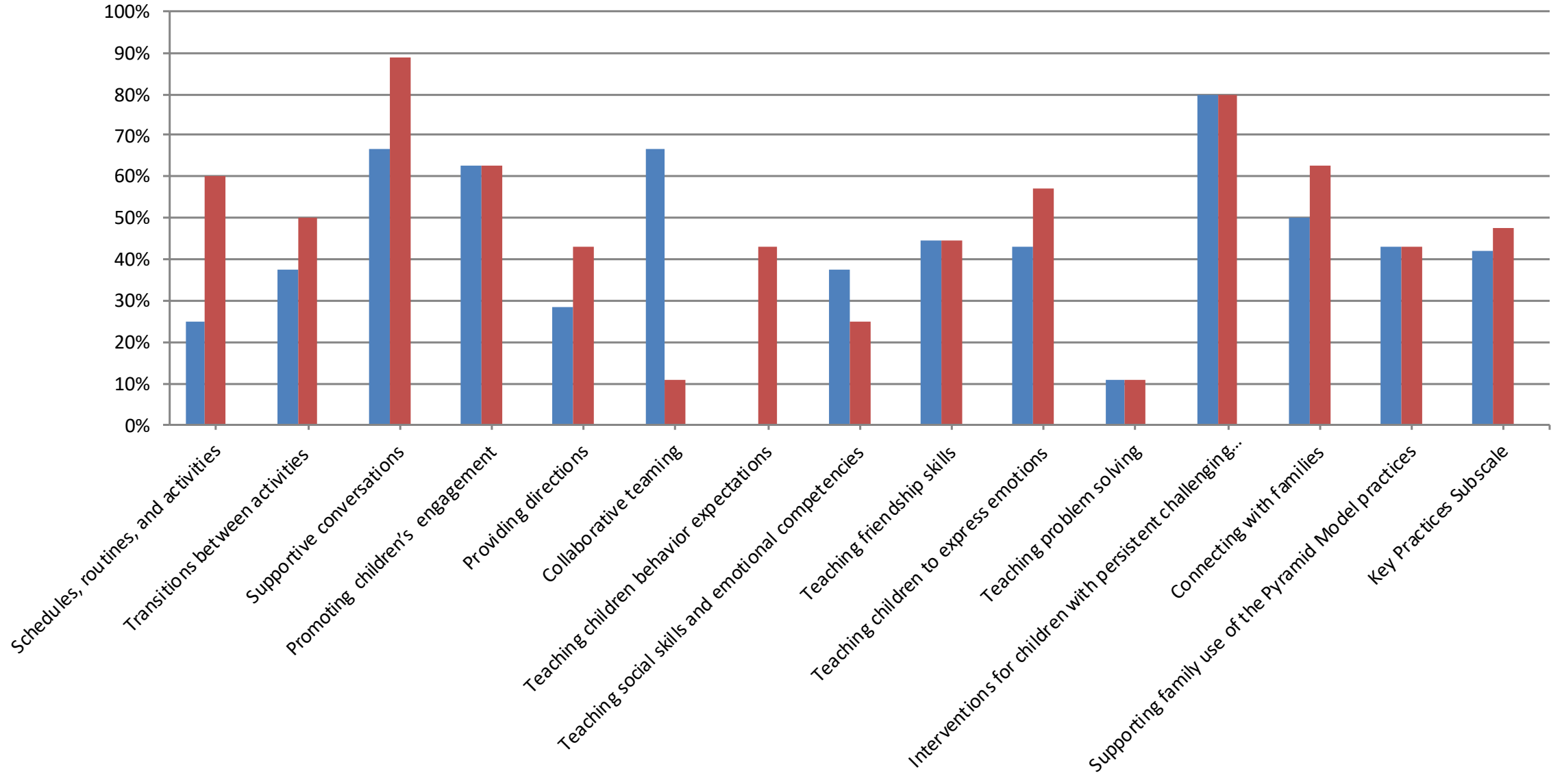
- Post behavior expectations and regularly review during large group instruction
- Provide instruction on posted behavior expectations to individual children, during play, and small group activities
- Give specific feedback on appropriate child behavior linking back to the posted behavior expectations
- Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class

Turtle Room

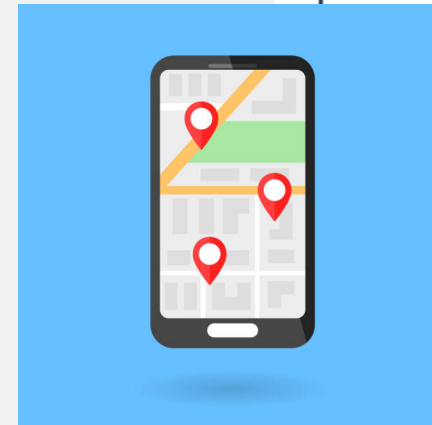


Percentage of Indicators Observed for Each TPOT Item

10/3/18 1/13/19



How could the action plan be adapted to better meet the needs of Samantha's classroom?



Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No

Notes:

Pyramid Model Innovations
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Goal

I will provide at least 3 positive reminders about the posted rules to either an individual child or to a group of children during center time and small groups every day **AND I will provide at least 3 positive descriptive feedback statements to children who demonstrate the rules.**

Action Steps	Materials or Resources Needed	Timeline
I will watch video exemplars of teachers providing positive reminders about classroom rules or expectations.	Video exemplars from coach Time to watch videos	Fri. 2/1/19 Completed <u>2/1/19</u>
I will make a list of positive reminder starter phrases and post them in centers or small group stations where children typically need the most reminders about rules (e.g., blocks, small group art activities).	Construction paper Computer/printer Planning time	Wed. 2/6/19 Completed <u>2/6/19</u>
I will have Jamie video tape me during centers and one small group. I will review my video with my coach and we will take data together to determine how many positive reminders I provide.	Video camera Planning time with Jamie Time with coach Data collection form	Wed. 2/13/19 Completed _____
Jamie and I will give Caiden at least three positive descriptive feedback (PDF) statements when he is being safe during center time.	Planning time with Jamie	Wed. 2/13/19 Completed _____
I will use a rubber-band system to keep track of how many positive reminders or PDF statements I provide to an individual child (blue), to a group of children (red), and to Caiden (green). I will transfer my data to a data form at the end of each day so I can review it with my coach.	Blue, red, and green rubber bands Data collection forms Time with coach	Wed. 3/6/19 start Thurs. 2/14, review Wed. 2/27 Completed _____

My goal is met when... (How will you count or measure this goal to know it's complete?)

I have collected data to show I provide at least 3 positive reminders about the rules to either an individual child or a group of children in centers and in small groups (6 total) every day for 1 week. **I have provided at least 3 positive descriptive feedback statements every day to children who demonstrate the rules, including at least 2 to Caiden for being safe during center time.**

Take Away!



Process		My Notes <i>Why is this part of the goal setting and action planning process important?</i>	Back-Home Plan <i>What do I need to do or make to engage in this part of the process?</i>
Digging Deeper	Including other team members		
	Maximizing efficiency in the context of busy school schedules		
	Including individualized supports for children		
	Incorporating multiple practices or focusing on practices that go across multiple TPOT items		
Additional notes:			

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Ongoing Supports for Coaches

- Provide **feedback** on the use of coaching strategies
- Provide **examples and non-examples** of coaching strategies
- Build a **coaching community** through regularly scheduled meetings
- Develop a **resource library** to enhance coaches knowledge of the practices and where to direct teachers for more information



Thank You!!

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