



**Making Coaching Come Alive:
Creating Action Plans to
Promote Practitioner Buy-In**

**Unpacking Coaching
Webinar Series**

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

1

Agenda

- Choosing a Goal
- Components of an Effective Action Plan
- Interview with a Coach
- Q & A



2

Choosing a Goal



What is Goal Setting

- Goal setting refers to a **collaborative process** in which a teacher & coach select and write goals based on identified needs



Well-Written Goals are...

- **S**pecific
- **O**bservable
- **M**easurable
- **A**chievable within a defined time frame



Well-written goals
FACILITATE
coaching




5

How are Goals Identified?






6

Coach as a Collaborative Partner

- Classroom observation = TPOT
- Program discussions
- Support related to individual children/families



Helping teachers to create goals that are meaningful, and relevant to their practice will increase buy-in



7

Goal Considerations

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



8

Coach Responses to Goal Setting

- Sometimes we might feel at a loss in helping the teacher identify goals related to program initiatives...
- How could we respond when teachers say “I’m already doing that?”

*When in doubt...
use **reflection***



9

Reflective Questions

- Tell me what that looks like.
- Is there something new you would like to try?
- How could we do it more often?
- How could we do it more efficiently?
- How could we do it differently?



10

When Buy-in's the Issue

Inviting Coachees to the Work

Deciding a Timeline for Coachees

As part of our work with MNOCIE, everyone will be given the opportunity to receive coaching around the practices we are learning in training. We will be starting with 3 coachees this year and adding additional coachees each year until everyone has had this opportunity. Please complete this questionnaire to help us decide the order folks will be coached in. We will repeat this survey annually.

First and Last Name

Your answer: _____

My first choice for being coached is:

This year (year 1)

Next year (year 2)

In 2 years (year 3)

My second choice for being coached is:

This year (year 1)

Next year (year 2)

In 2 years (year 3)

I would be interested in becoming a coach after I have been coached.

Yes

No

Maybe

When I am given the opportunity for coaching, here are a few things I am excited to work with my coach on:

Your answer: _____

When I am given the opportunity for coaching, here are a few things I will commit to doing so the experience is a success for myself and my coach:

Your answer: _____

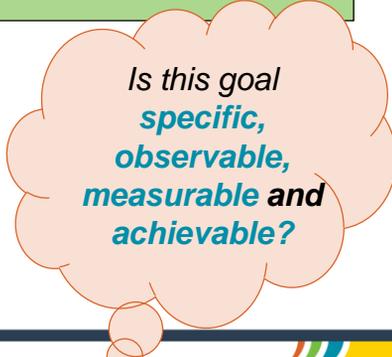
[SUBMIT](#)




11

Example 1: Learn More and Try it Out

I will learn how to make a visual schedule for specific classroom activities and routines, and I will help children to use these types of schedules to complete activities.



*Is this goal
**specific,
observable,
measurable and
achievable?***




12

Example 2: Do it More Often

I will use a visual schedule to remind children of daily activities during morning circle, before centers, after lunch, and before we go outside.

Is this goal
specific,
observable,
measurable and
achievable?



13

Example 3: Do it More Efficiently

I will review the daily schedule at the beginning of the day, and briefly review the schedule periodically to show children what we are about to do, and what we will do next, so children will know what to expect.

Is this goal
specific,
observable,
measurable and
achievable?



14

Example 4: Do it Differently

I will make a visual schedule that can be changed as needed so that activities can be removed or turned over when they are finished.

*Is this goal
specific,
observable,
measurable and
achievable?*



15

Components of an Effective Action Plan



16

Goals → Action Plan

An action plan is developed to support the achievement of goals throughout the coaching process



17

What is an Action Plan?

- An action plan is a “working” document that describes:
 - **Goal(s)** that will be the immediate focus of coaching
 - Planned **actions** or action steps for supporting the teacher to use the teaching practice(s)
 - Explicit statement about when the goal will be **achieved**



18

Components of an Action Plan

- ✓ Goal(s): specific, observable, measurable
- ✓ Goal achievement statement
- ✓ Action steps
- ✓ Resources, materials or supports needed
- ✓ Timeframe



19

Example Format

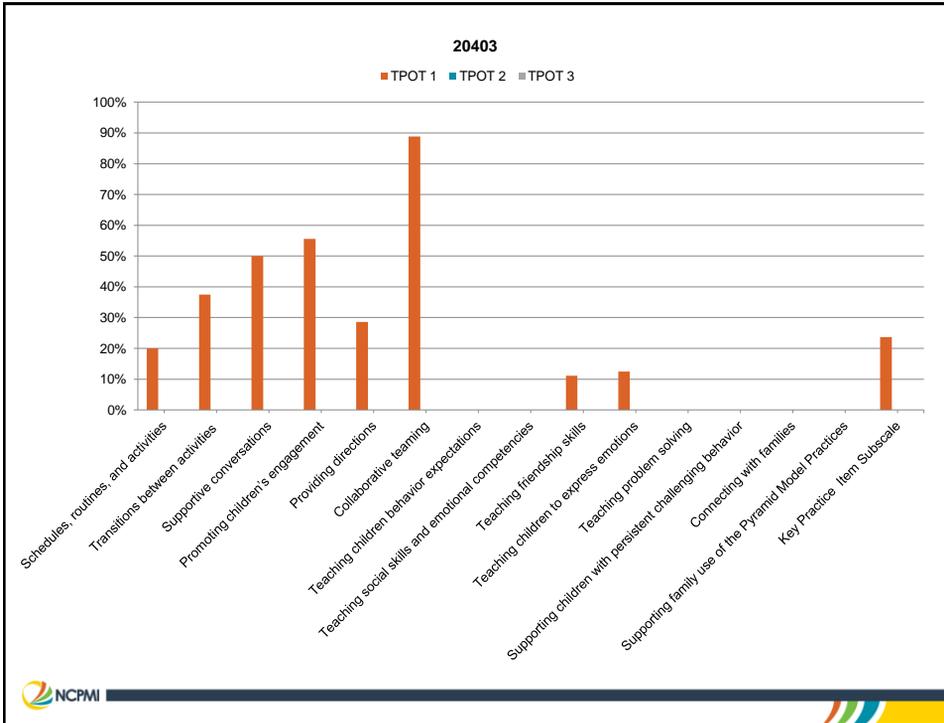
Teaching Practices Action Plan

Teaching practice I want to strengthen	What do I need to help me? (e.g., materials and resources, administrative support, readings, video examples, coach)	When do I want to focus on this teaching practice? (time frame and activities)	How will I know that I am successful?

Adapted from: Steps to Success. (2005) Professional development plan. Resource for Steps to Success: An Instructional Design for Early Literacy Mentor-Coaches in Head Start and Early Head Start. Available from HHS/ACF/ACYF/HSB at <http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/STS>



20



21

Sample Goal Statement

Reintroduce circle time rules at the beginning of every circle. Teach rules with visuals and positively reinforce rules

Is it specific?

Is it measurable?

Is it achievable?

Is it helping us:

- Learn more and try it out
- Do it more
- Do it better
- Do it differently

22

Creating Action Steps

- Collaboration is Key!
- Small as they need to be
- Who is in charge
- When will each step be completed
- Revisit and revise regularly



23

Action Step Considerations

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



24

Creating Achievement Statement

- When will the team know the goal is met
- Focus on adult behaviors
- Revisit and revise as needed



Goal Achievement Considerations

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 Planning Form

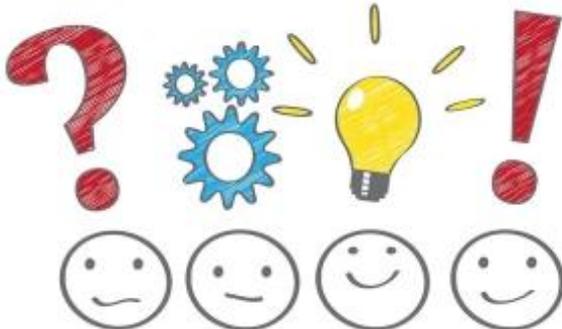
Teacher ID: 233 Coach ID: Z Date: 2-6-2019

Goal	Action steps	Materials or resources needed	Timeline	My goal is met when...	Date action step completed
Reintroduce circle time rules. Teach rules with visuals and positively reinforce rules	<ul style="list-style-type: none"> -make a poster to post at the front of circle that matches the rules children have posted on their spots -include visual representation on big poster -teach these rules at the beginning of every circle time -use examples and non-examples, puppets, role plays, discussions to make the information fluent -teacher and assistant will give positive descriptive feedback to children following circle time rules ex: "Sam is ready for circle because he is sitting in his spot with his eyes on me"... 	-Teacher will make poster with visuals to post at the front of the circle area	Week of 2-11-19	When teachers are minimally redirecting children to follow the circle time rules. In addition, all adults are positively reinforcing rules more often than correcting.	



27

Questions





28

Resources



Check out the website!



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

For more practice with action planning, register for the NCECDTL Coaching Corner webinar on Wednesday, March, 27th

29

Visit us online at ChallengingBehavior.org



The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

30



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<https://bit.ly/2HuMHoS>



31

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32