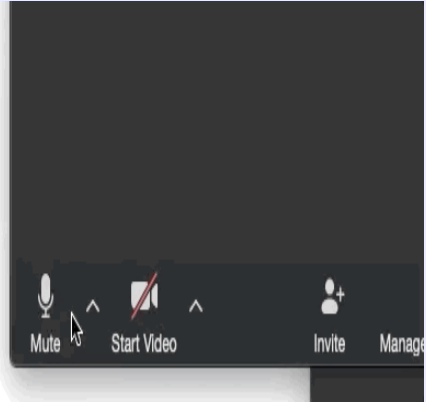


WELCOME to COACHES CONNECTION

BE KIND: Mute Microphone



BE HELPFUL:

*Put a greeting in the chat!

*Have a copy available of an action plan/goal you have created recently (you will not be asked to share)

If you don't have one because you are new or haven't written any yet, I will have some examples





Check-In: “We’re not going through this, we’re growing through this.” (Coach Mike DeRoehn, UW Platteville wrestling coach) Please share a growing experience you’ve had through the pandemic.



Our Time Together:



Problem of the Day: Creating goals around TPOTs and TPITOS



Learning Opportunity: Using NCPMI Action Plan Quality Checklist, we will critique goals and come away with ideas for writing goals pertaining to TPOT/TPITOS results



Resources and Upcoming Events





Writing Goals Based On TPOT/TPITOS Outcomes

Why Are We Addressing this “Problem”?

- Review effective goal writing
- Make coaching efficient and effective
- Increase successfulness of Coachees





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:

Action Plan Quality Checklist



The professional development goal I will work on: **Each day during work time use positive description feedback 5 times when children are being safe, kind, or helpful in the center you want to focus on**

This professional development goal was created as a result of (circle one):

High Scope Curriculum Implementation **TPOT** CLASS Personal Interest TS Gold Required Education/Training for Current Position

Preparing for Another Position Conscious Discipline Desire to Exceed Qualifications Self Enrichment Other _____

Steps to Achieve Goal	Resources Needed/Assigned To	Date
1. Put 5 paper clips in pocket and transfer to <u>other</u> pocket when I notice a child being safe	<ul style="list-style-type: none"> Put 5 paper clips in a baggie and put in pouch on the back of chair next to rules/expectation reminder-teacher "Some Starters for Giving Positive Feedback and Encouragement"-Coach 	1/30/19
2. Each day at the end of small group show rules/expectations as a reminder	Put rules/expectation poster in pouch on back of chair-TA during morning prep	1/30/19
3. Focus on one center every two weeks for the new changes	New expectation poster if needed-I will communicate with TA to make during Friday planning	Each Friday when environment changes

I know I achieved this goal because: I move all 5 paper clips each day for 4 weeks.

I am **making progress** toward and will keep implementing my action plan.
 I **need to change my plan** to achieve this goal by revising the goal or changing the action steps.

Teacher Signature: _____

Coach Signature: _____



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

The professional development goal I will work on: Each day during work time I will use positive description feedback 5 times when children are being safe, kind, or helpful in the center I want to focus on



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 |

I know I achieved this goal because: I move all 5 paper clips each day for 4 weeks.



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 |
|---|--------|

Steps to Achieve Goal	Resources Needed/Assigned To	Date
1. Put 5 paper clips in pocket and transfer to <u>other</u> pocket when I notice a child being safe	<ul style="list-style-type: none">Put 5 paper clips in a baggie and put in pouch on the back of chair next to rules/expectation reminder-teacher"Some Starters for Giving Positive Feedback and Encouragement"-Coach	1/30/19
2. Each day at the end of small group show rules/expectations as a reminder	Put rules/expectation poster in pouch on back of chair-TA during morning prep	1/30/19
3. Focus on one center every two weeks for the new changes	New expectation poster if needed-I will communicate with TA to make during Friday planning	Each Friday when environment changes



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

The professional development goal I will work on: One time per week at recall I will use a social situation that reflects on a social skill or emotional competency that happened during the day. Start out with teacher sharing or role playing something she saw a child doing. (At clean up time two friends carried a bucket of blocks, etc.) Then have children reflect E.G. "Parker what happened when you wanted the dinosaur? OR "What did you do when Ellie was feeling sad."



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 |

I know I achieved this goal because: 75% of children are able to talk about a social or emotional situation



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

Steps to Achieve Goal	Resources Needed/Assigned To	Date
Start listening and watching for situations to happen and then jotting them down	Notebook	Week of 12/5
Plan for what you might say		Week of 12/5
Start the practice		12/12



How Does Your Action Plan Measure Up?



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
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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:



How could we respond when teachers say “I’m already doing that?”

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?





SUPPORT FOR THE WORK

[Items & Indicators to Consider when Scoring the TPOTS during COVID](#)

[Evidence: What We Know About Practice-based Coaching](#)

[Practice-based Coaching: Top 10 Tips for Coaches](#)



SAMPLE COACHING AGREEMENTS

[NCPMI teacher - coach agreement](#)

[PBC sample coaching agreements](#)

[Coaching Corner sample coaching agreement](#)

[Coach-Coachee agreement](#)

NCPMI Action Planning Form

Teacher: _____ Coach: _____ Date: _____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Action Step Completed

Notes:

Page ____ of ____ Date Goal Set: _____ Date Goal Completed: _____

https://challengingbehavior.cbcs.usf.edu/docs/ActionPlan_a.pdf

https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/03-20/2019-03-20_Making-Coaching-Come-Alive.html



Connection & Learning Opportunities



Continue to join us on the 2nd Thursday of each month

- **Jan 14, 2021**
- Feb 11, 2021
- March 11, 2021
- April 8, 2021
- May 13, 2021



Pyramid Model
Teach. Coach. Change.

- ▶ Pyramid Model Institutes:
By and about
program-wide
implementation of the
Pyramid Model
- ▶ Lead by programs
- ▶ Scheduled for February,
April and June

