



Practice-Based Coaching: Components and Implementation Strategies

Handout: A Guide to Shared Goal Setting and Action Planning

Objective

The purpose of this handout is to describe steps for generating a shared goal and action plan and provide examples of different types of goals.

Generating a Shared Goal and Action Plan

1. **Decide on a goal and write a goal statement.** The goal statement should be:
 - a. Specific (Describe what actions and behaviors the educator will take to support child learning.)
 - b. Observable (The educator's actions can be counted, timed, or described.)
 - c. Achievable (The goal can be achieved within 2 to 6 weeks.)

2. **Determine the criteria for deciding when the goal has been achieved.**
 - a. A criteria statement includes information about the regularity and quality with which an educator implements a practice (e.g., I review my visual schedule every day at circle time for 2 consecutive weeks).
 - b. Write down the action steps needed to achieve the goal.
 - c. Break down action steps so that each action step can be achieved within one week (e.g., I will read about making visual schedules, I will take pictures for my visual schedule, I will print and laminate my visual schedule, I will post my visual schedule, I will review my visual schedule each day at circle time).

3. **Identify and write down which resources are needed to complete the action step.**
 - a. The coach and educator identify:
 - b. Resources that are needed to complete each action step (e.g., literature to inform the implementation of the practice, materials to use in the classroom or to make visual supports).
 - c. Who will be responsible for locating the resources needed to complete each action step

4. **Write down the timeline for completing each action step.**
 - a. The coach and educator specify a time frame for completing each action step.
 - b. The coach and educator review the action plan at every coaching visit to determine whether changes need to be made to the timelines written on the action plan.

Examples of Types of Goals Based on Educator’s Knowledge and Skill with Practice(s)

Learn more and try it out	Do it more often	Do it better	Do it differently
You want to learn more about the practice or different ways to use the practice and then try using it in the classroom.	You use this practice sometimes but would like to do more within or across classroom activities.	You know about this practice but you think you could do it better or use it more efficiently.	You use this practice but want to try out a different way of using it.

Example Practice

Visual Schedule: Educator provides a visual schedule and uses it to help children understand what is currently happening in the learning environment and what will happen throughout the day.

Example Goals

I will identify two resources and read about how to make visual schedules for specific daily activities and routines, and I will make four schedules, and I will teach children to use the schedules to complete center activities and tasks.	Learn more and try it out.
I will use visual schedules to remind children of planned activities and routines during morning circle, before centers, after lunch, and before we go outside.	Do it more often.
I will go over the daily schedule at the beginning of the day and briefly review the schedule at least four times during the day to show the children what we are about to do and what we will do next, so children will know what to expect.	Do it better.
My visual schedule has pictures and words, but it is fixed. I will make a visual schedule of daily activities that can be changed as needed so that activities can be removed or turned over when they are finished.	Do it differently.

Example Practice

Individualizing Instruction: Educator varies the level of support children receive during daily activities, based on their individual needs.

I will identify and read three sources to learn about strategies for individualizing instruction and support for children during large group activities. After reading, I will try out at least four strategies during storybook reading.	Learn more and try it out.
I will use sticky note reminders to vary the types of questions I ask when we are reading a storybook. I will ask at least five different types of questions during each story.	Do it more often.
I will plan activities and prepare materials so that children have tasks that they can complete with minimal adult physical assistance during small group activities.	Do it better.

I will use visual supports and peer supports to help children participate in small group activities instead of scheduling adult support during more difficult activities.	Do it differently.
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Example Practice

Planning science activities: Educator plans activities where children can predict (e.g., what will happen next), observe (e.g., compare similarities and differences), and experiment (e.g., try out different ideas).

I will identify and read three sources that provide activities to help children predict, observe, and experiment and I will plan and implement one activity for each process.	Learn more and try it out.
I will plan and implement small group activities in which children predict, observe, or experiment—two of each type of activity.	Do it more often.
I will plan and implement five science and/or construction activities that allow children to experiment.	Do it better.
During story time, I will select books that lend themselves to the processes of predicting, observing, and experimenting and then, every day for two weeks, will ask children questions that invite them to predict or observe, using details from the story.	Do it differently.