

PBC: Shared Goals and Action Planning

[Music]

Girl: Three, four, five, six.

Soleil Boyd: And then what happened when you counted them all together?

Narrator: Practice-based coaching is a non-evaluative approach to support teachers to best implement specific practices with children.

Soleil: And let's trace it.

Narrator: It's a road map for the teacher, knowing where she or he is with respect to an identified set of practices and where she or he would like to go. There are different ways to deliver practice-based coaching, including: expert coaching, when a person with specific content knowledge coaches a teacher; peer coaching, when a teacher coaches another teacher; and self coaching, when a teacher coaches herself or himself through the use of resources and supports.

Soleil: It's very long. Look how long that mouth is.

Narrator: The next step in the cycle, shared goals and action planning, is when the road map is developed to achieve the end result of teachers adopting practices as intended, leading to better child outcomes.

Soleil: This is a little bitty animal called a pygmy mouse lemur.

Dr. Kathleen Artman Meeker: Shared goals are what the coach and the teacher would collaboratively develop as the focus or the priorities for coaching. And so they would work together -- the coach and the teacher would work together to establish what the goals are for the coaching partnership. And the goals change over time. There can be multiple goals throughout the time that a coach and a teacher work together. And we use needs assessment to help kind of figure out what goals might be, to help kind of guide that decision making.

Soleil: That was a lot of counting. Let's do it together with our pointer.

Narrator: Teacher Soleil Boyd says shared goals and action planning helped her feel comfortable with her coaching.

Soleil: Three, four, five. How many? Planning for observations first involved some goal setting, so we kind of wanted to make sure I knew what I was going to do in the observation.

Narrator: The shared goals can focus on foundational teaching practices; practices from any domain, such as literacy or social-emotional development; or even collecting data in the classroom. But as the phrase denotes, the teacher's input is essential.

Dr. Lise Fox: The notion of shared goals is really critical, because we're not going to come in and say, "I know exactly what you ought to do," me as the coach, telling a teacher, "I have your prescription for you." But we want to do -- we want to make sure that we're working on implementing the practices that teachers are really interested in, that they think will be the best fit for their classroom, for the children that they support.

Denise Binder: I want her to be in charge of what goals that we set and what is most needed or going to be most beneficial for the children that she's working with. So we look through, together, things that she wants to work on, and I may guide her in a way that I know will give her the most bang for her buck, but I really want those first -- especially the first couple goals that we write, to be directed from the teacher.

Teacher: I think I feel more comfortable using the first approach.

Narrator: Not only are the goals developed in collaboration with the teacher, they are also specific to the teacher's strengths and needs. Dr.

Mary Louise Hemmeter: Part of shared goals and action planning is identifying where are we going to start, what about teaching math are we going to work on, what about promoting social-emotional development are we going to work on, because you can't work on all of it at the same time. And so shared goals and action planning is really saying, this is the universe of things that we want to work on, but we're going to start at point A, and deciding what point A is, and defining it both in a way that helps make the coaching process transparent, but also in a way that helps the teacher know she's doing it when she's doing it.

Teacher: Okay, you guys, so today we have a new material that we're going to have out on the tables.

Narrator: As a coach, Katie learned quickly about the importance of zeroing in on specific goals.

Katie Eide: When we first started coaching, we didn't realize the importance of making really focused goals. And we were using the CLASS tool, and so we would say things like "increase instructional support." Well, that's great, but there are like different ways to do that, and the teacher just still learning the CLASS tool couldn't really pinpoint that, and we didn't see a lot of progress and a lot of success. So, as coaches, we really had to reflect on that and say, "Okay, so what are we doing wrong? What's not working here?" And it really was the goals weren't focused enough.

Soleil: I felt kind of nervous being observed, but when I knew that I was really being observed about a pretty specific practice, it let me know that I could just focus on that. I didn't have to think about everything going on in the room at the same time. I didn't even use all of them, and it was still a really long...

Narrator: Once shared goals are established, the coach and teacher collaborate on what steps need to be taken and what resources and supports are needed in order to meet each shared goal.

Tiffany Powers: When we're making the goal, there's things that the teacher is going to do, things that she's going to work on, but there's also a column that we actually write "coach support." And so then with each of those steps, what the coach needs to do to support that happening.

Teacher: So that's been really working out, and they've stopped wiggling around.

Narrator: In peer-delivered practice-based coaching, sample goals and action plan steps for meeting goals are available for teachers working together on shared goals and action planning. In the self-delivered practice-based coaching, exemplars, including other teachers' goals, help a teacher first self-assess, then self-determine goals. Whether it's self coaching, peer coaching, or expert coaching, shared goals and action planning are important to ensure teachers and coaches know what will happen in the classroom.

Dr. Meeker: It was a hard process to kind of learn how to action plan, but I can say in hindsight that action planning with teachers really was kind of the main thing that helps the process work and that makes coaching effective, that helps you see changes in the classroom. It's what really focuses the lens, it focuses the teacher, and it helps the teacher feel comfortable trying new things, because it's really been laid out.

Coach: How many might you use next time?

Narrator: Supporting teachers by helping them identify goals and develop action plans is an important step in helping them implement a set of practices with confidence.

Soleil: Where's the rest of the banana?

Narrator: and success.

[Music]

[End video]