



# Ready, Set, Go!

## Writing Action Plans to Facilitate the PBC Process

Action plans are an essential component of Practice-Based Coaching. The action plan guides the coach’s focused observation as well as the reflection and feedback session with the teacher.

You can think of the action plan as a coaching roadmap. When you plan a trip you have to think about where you want to go, the steps for getting to the destination, what you need to pack, how long the trip will take, and how you will know you arrived at your destination.

**Similarly, all action plans include five key components:**

- a goal
- action steps
- resources
- timelines
- a goal achievement statement

Like roadmaps, action plans often include unexpected detours that cause us to take a new path to our destination. It’s fine to make adjustments such as adding action steps or modifying timelines along the way.

### Are my action steps linked to the goal?

When you link action steps to the goal, you will give yourself clear directions for achieving the goal. This can be harder than it seems!

In the table below, all the action steps are related to how teachers can support children during morning arrival. But only the action steps on the left are LINKED to the goal of teaching children the expectations of morning arrival. The action steps on the right are NOT LINKED because except for step one, which is the same on both sides of the table, the steps on the right focus on supporting children’s engagement in the morning arrival transition, which was not the stated goal.

GOAL: I will develop and implement strategies to teach children the expectations or steps of morning arrival.	
LINKED	NOT LINKED
<ul style="list-style-type: none"> <li>• <b>Step 1.</b> I will work with the team to brainstorm the steps that need to occur during the morning arrival.</li> <li>• <b>Step 2.</b> My coach will take photos of morning arrival activities.</li> <li>• <b>Step 3.</b> I will use the photos to make a visual “task list” that shows the morning arrival steps.</li> <li>• <b>Step 4.</b> I will teach the children the steps for morning arrival by using the visual task checklist, and by modeling appropriate behaviors during morning arrival.</li> <li>• <b>Step 5.</b> I will provide specific praise to children who are engaging appropriately in the morning arrival steps.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 1.</b> I will work with the team to brainstorm the steps that need to occur during the morning arrival.</li> <li>• <b>Step 2.</b> I will work with the team to identify strategies to ensure the children are actively engaged in the morning arrival transition (e.g., “signing in,” looking at books while waiting for other children to arrive).</li> <li>• <b>Step 3.</b> I will work with the team to assign roles so the classroom is “zoned” to support children’s engagement in the transition.</li> <li>• <b>Step 4.</b> My coach will observe how many children are actively engaged in the morning arrival transition and share her observations with me.</li> </ul>

**Confirm that each action step you have listed is linked to the goal. Ask yourself:**

- If the teacher completes this step will it help him/her to achieve the goal?
- Why is this action step important for achieving the goal?
- Does the action step include key words related to the goal?

**Is my goal achievement statement specific, observable, achievable, and linked to the goal?**

Goal achievement statements tell the teacher and the coach exactly what to look for during observation and when to move on to a new goal. Goal achievement statements also provide a systematic reminder to celebrate teachers' successes in the classroom!

The goal achievement statement should include key words related to the goal.

**What data can be used to write the goal achievement statement?**

1. Needs assessment data
2. The goal and action steps
3. Observation of the teacher's current implementation

**GOAL:** I will use all five steps (observing, questioning, predicting, experimenting, and discussion) of the scientific method during outdoor play.

**Goal Achievement Statement:**

I will know I have achieved this goal when I use verbal prompts and materials to engage children in all five steps of the scientific process, at least twice per week, for two weeks during outdoor play.

**Confirm that the goal achievement statement is specific, observable, achievable, and linked to the goal.**

**Ask yourself:**

- Who is involved?
- What are they doing?
- Why are they engaging in this behavior?
- When and where is the behavior likely to occur?

**For more information, contact us at: [ncqtl@uw.edu](mailto:ncqtl@uw.edu) or 877-731-0764**

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