**Plan, Do, Study, Act (PDSA)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **1-PLAN** Goal | **2-DO** Coaching Plan   |  |  |  |  | | --- | --- | --- | --- | | **Coaching Plan** | Coaching session | Coaching session | Coaching session | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **3-STUDY** Implementation of Coaching Plan  Data Sources(meetings, conversations, classroom observations, modeling and observing teachers, student data)   |  |  |  |  | | --- | --- | --- | --- | | + getting it  Collaborative | mostly getting it  Cautious | — not getting it but trying  Hesitant | ! not trying to get it  Reluctant |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Teacher** | **1** | **2** | **3** | **4** | **4** | **5** | **5** | **5** | **5** | **5** | **Overall for 3 weeks** | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |   Notes: |

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| --- | --- |
| **4-ACT** Next steps | |
| Who needs additional coaching support on this activity/strategy/concept?   * Teachers not demonstrating evidence of applying the activity/strategy/concept |  |
| Who moves on to another DO and/or different coaching support?   * Teachers demonstrating evidence of applying the activity/strategy/concept |  |
| How do I know the activity has been mastered?   * Evidence (classroom observations, conversations, meetings, student data) of teachers moving through the steps from teaching and modeling to practicing and applying |  |
| Is just group coaching needed? |  |
| Is some group and some individual coaching needed? |  |
| Is just individual coaching needed? |  |