

Begin with the end in mind. What do you want everyone to be able to do? What does it look like when it is successful for teachers and students? Finally, identify critical turning points in the plan. These will be your focus areas for Part 3: Group Coaching. **The critical turning points are in bold.**

Implementation Plan Implementing a New Program for Whole Group Instruction			
A. Teacher receives initial professional development on new program including an introduction to all materials and resources	B. Teacher receives follow up PD on the why (research) and how (instructional delivery) of using the program during whole group instruction and fidelity is defined	C. Teacher receives support in developing lesson plans following scope and sequence and materials and resources of new program	D. Teacher begins to use program to teach whole group
E. Teacher refers to detailed lesson plans or program manual while teaching whole group	F. Teacher administers first weekly assessment	G. Teacher analyzes weekly assessments and reflects on instruction	H. Teacher reflects on use of program and identifies next steps for improving whole group instruction
I. Teacher continues to use lesson plans and/or program manual while teaching and implementing next steps	J. Teacher administers second weekly assessment	K. Teacher analyzes second weekly assessment and reflects on instruction	L. Teacher reflects on use of program and identifies next steps for improving whole group instruction
M. Continue through as many weekly assessments as needed to ensure teachers are reflecting on their instruction connected to student achievement before moving onto N	N. Teacher administers weekly assessment and analyze results for next steps	O. Teacher has reflected on weekly assessments and implemented next steps to strengthen instruction in weak areas and this is reflected in lesson plans or on sticky notes within manual	P. Teacher is well planned and implementing whole group with fidelity and weekly assessments are consistently at 80% proficiency for 80% of the students.

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Implementation Plan Implementing a New Strategy			
A. Teacher receives initial professional development on new strategy including an introduction to all materials and resources that are needed	B. Teacher receives follow up PD on the why (research, standards) and how (instructional delivery) of using the strategy	C. Teacher receives support in developing lesson plans which incorporate the strategy	D. Teacher begins to use strategy with students
E. Teacher refers to detailed lesson plans or steps in the strategy while teaching	F. Teacher analyzes formative assessments and reflects on instruction	G. Teacher reflects on use of strategy and identifies next steps for instruction	H. Teacher continues to use detailed lesson plans and/or strategy steps (as needed) while teaching and implementing next steps
I. Teacher analyzes formative assessments, reflects and identifies next steps for improving teaching and learning	J. Teacher is using strategy consistently in lesson planning and with students and reflecting on next steps using formative assessments		

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Implementation Plan Implementing a Consistent Bell Ringer			
A. Teacher receives initial professional development on bell ringers that is connected to the content taught and resources available	B. Teacher receives follow up PD on the why (research, standards) and how (instructional delivery) of using bell ringers	C. Teacher receives support in developing bell ringers	D. Teacher begins to use bell ringer with students
E. Teacher includes bell ringers in lesson plans	F. Teacher analyzes formative assessments of bell ringers	G. Teacher reflects on use of bell ringers and identifies next steps for instruction	H. Teacher continues to use bell ringers and implements next steps
I. Teacher analyzes formative assessments, reflects and identifies next steps for improving teaching and learning	J. Teacher is using bell ringers consistently in lesson planning and with students and reflecting on next steps using formative assessments		

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Implementation Plan Example Implement Close Reading once a week Refer to the Close Reading activity in the Resources Tab for details on A, B, and C (below)			
1. Teacher receives initial professional development (PD) on close reading from the text type and text reading activities	2. Teacher receives follow up PD on the why (research) and how (instructional delivery) of close reading and coach models or provides video of fellow teacher	3. Teacher receives support in developing a close reading lesson beginning with A (to identify what the text says)	4. Teacher begins to teach close reading whole or small group just focusing on A
5. Teacher reflects on close reading lesson with coach or colleague and identifies next steps; either repeat Steps 3 and 4 or move onto 6	6. Teacher receives support in developing a close reading lesson with A and B (to interpret and critique how the text works)	7. Teacher teaches close reading lesson focusing on A and B (multiple reads)	8. Teacher reflects on close reading lesson with coach or colleague and identifies next steps; either repeat A and B or move onto C (to analyze what the text means)
9. Teacher receives support in developing a close reading lesson with A, B, and C and implements next steps	10. Teacher teaches close reading lesson focusing on A, B, and C (multiple reads)	11. Teacher reflects on close reading lesson with coach or colleague and identifies next steps; either repeat steps 9 and 10 or move onto 12	12. Teacher teaches another close reading lesson using A, B, and C
13. Teacher reflects on lesson and identifies next steps for improving instruction	14. Teacher teaches another close reading lesson using A, B, and C and implements next steps	15. Teacher reflects on student discussion and/or written responses and identifies next steps for improving instruction	16. Teacher's lessons are well planned, close reading is implemented weekly and student data (discussion and/or written responses) shows deepening understanding of text

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Implementation Plan for Planning and Teaching Reading Groups <i>Based on the book, "How do I plan and teach reading groups?" Howdoiplanandteachreadinggroups.info</i>			
A. Teachers learn about an exciting new resource that will help both students and teachers	B. Teachers receive PD on how implementing reading groups will help students and teachers	C. Teachers have identified how teaching reading groups will help their students and their teaching	D. Teachers receive PD on creating a focus folder
E. Teachers have created a focus folder	F. Teachers receive PD on grouping students	G. Teachers group students	H. Teachers have students grouped and placed on the focus folder
I. Teachers receive PD on targeted activities	J. Teacher plans to use a few targeted activities with reading groups	K. Teacher is beginning to use a few targeted activities with at least one reading group	L. Teacher is beginning to use multiple targeted activities with all reading groups
M. Teachers are discussing the use of targeted activities during collaborative teams	N. Teachers receive PD on using ready to go mini-lessons	O. Teacher plans mini-lessons with targeted activities to use with reading groups	P. Teacher is beginning to use mini-lessons with at least one reading group
Q. Teacher is using ready to go mini-lessons with all reading groups	R. Teachers are discussing mini-lessons and progress of students during collaborative teams	S. Teachers receive PD on creating their own mini-lessons using PDSA cycles	T. Teacher creates lesson plans using PDSA cycles
U. Teacher is beginning to use PDSA cycles with at least one reading group	V. Teacher is using PDSA cycles with all reading groups	W. Teachers are discussing PDSA cycles and progress of students during collaborative teams	X. Teacher is regrouping students using data from PDSA cycles

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Implementation Plan			
Implementing Goal Setting with Students			
A. Teacher receives initial professional development (PD) on goal setting with students	B. Teacher receives follow up PD on the why (research) and how (instructional delivery) of teaching students how to set goals	C. Teacher receives support in developing lesson plans that develop the step-by-step process of creating a goal for students	D. Teacher teaches students using lesson plans to whole group with the use of model goals
E. Teacher gives students opportunity to practice setting goals along with teacher	F. Teacher asks students to set an individual goal for themselves on their own	G. Teacher analyzes students goals and reflects on instruction	H. Teacher reflects on use of lesson plans for goal setting with students and identifies next steps for improving whole group instruction
I. Teacher continues to use lesson plans and monitors and records student success in reaching goals	J. Teacher reflects on use of lesson plans and the success of students reaching goals and identifies next steps for improving whole group instruction	K. Teacher has reflected on continued student goal setting success and implemented next steps to strengthen instruction as needed for whole group and/or individuals	L. Teacher's lessons are well planned, goal setting is implemented bi-monthly, and students are consistently at 80% success in meeting goals for 80% of the students