

Plan, Do, Study, Act (PDSA)

1-PLAN Goal	2-DO Coaching Plan																																																																
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	<p>3-STUDY Implementation of Coaching Plan</p> <p>Data Sources (meetings, conversations, classroom observations, modeling and observing teachers, student data)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">+ getting it Collaborative</td> <td style="width: 25%;">✓ mostly getting it Cautious</td> <td style="width: 25%;">— not getting it but trying Hesitant</td> <td style="width: 25%;">! not trying to get it Reluctant</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 10%;">Teacher</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">5</th> <th style="width: 5%;">5</th> <th style="width: 5%;">5</th> <th style="width: 5%;">5</th> <th style="width: 10%;">Overall for 3 weeks</th> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>	+ 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																																																
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4-ACT Next steps	
<p>Who needs additional coaching support on this activity/strategy/concept?</p> <ul style="list-style-type: none"> Teachers not demonstrating evidence of applying the activity/strategy/concept 	
<p>Who moves on to another DO and/or different coaching support?</p> <ul style="list-style-type: none"> Teachers demonstrating evidence of applying the activity/strategy/concept 	
<p>How do I know the activity has been mastered?</p> <ul style="list-style-type: none"> Evidence (classroom observations, conversations, meetings, student data) of teachers moving through the steps from teaching and modeling to practicing and applying 	
<p>Is just group coaching needed?</p>	
<p>Is some group and some individual coaching needed?</p>	
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PDSA

www.howdoiplanandteachreadinggroups.com

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