Anticipation Guide: Lesson 6 – The First Action Plan For An Individual Student

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the "before" section. After completing the module, use the "after" column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

Question	Before	After
Who should be involved in the first coaching conversation?		
What process makes it possible to see patterns that open up new strategies for helping a given student?		
Name three skills that allow a coach to be highly effective.		
What are the 4 parts of a well written DATA goal?		

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Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries.*
- In the boxes on the right, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video: The First Action Plan for An Individual Student	Video: Questions or reflections
1. 2. 3.	
Reading 1: Success Story: Doing More of What Works pp 66-68	**Reading 1: Questions or reflections**
1. 2. 3.	
Reading 2: Creating a DATA goal (4 pages) pp 70 - 74	**Reading 2: Questions or reflections**
1. 2. 3.	

	Team Planning Meeting	**Date:**	**Form B**
	Purpose	**Build capacity of the team to provide classroom learning opportunities for groups of struggling students.**	
2 min.	**Connect:** What do you appreciate about this team? What do you like best about being a teacher?	This starts the conversation on a positive note. (Examples of other questions: Your best accomplishment this week; Who inspired you to become a teacher; What would you like to be known for; Your funniest school experience; Your favorite book, movie, place to visit…)	
2 min.	**Focus**: What outcome would be most beneficial for these students?	Concern:	Meeting focus (This is set during the organization meeting and reviewed here to focus the stories)
9 min.	**Stories:** Ask the teachers to describe a time when they helped struggling students become successful at this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Team's specific success stories	How does this strategy change student thinking? (May help to refer to charts)

Initial Coaching Session Date:	Coach:	Teacher:	Student:	Grade	Form F
Purpose	To design new learning opportunities based on this student's strengths and needs.				

2 min.	**Connect:** Tell me what you like best about being a teacher? What do you appreciate about this student?	This starts the conversation on a positive note.	
6 min.	**Focus Skill**: What outcome would be most beneficial for this student?	Concern in teacher's words:	What skill to teach the student: (Charts may help here)
7 min.	**Stories:** Ask the teacher(s) to describe a time when a student was successful learning this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Ideas from your stories	How will this strategy affect student thinking? (Charts)

	Team Meeting Page 2	**Form B page 2**
6 min.	**DATA Goal:** If we apply what we know to this situation, what could happen in 4 weeks?	**Do**: If we teach students to _____ **Achieve**: We will see this outcome: _____ **Time:** In _____weeks **Assessment of growth:** They will improve by _____percent

Design: What ideas from the story are the best fit for this group of students? _(9 min.)_

Action plan for the next 4 weeks.

Ways teachers will support	Suggestions for parents	What students do for themselves

Commit: What small step will each teacher act on tomorrow to move the plan forward? _(7 min)_

What will each person do to support the group?

How will each teacher monitor student growth?

Report back in 4 weeks:

Teacher Name	Tomorrow I will start by…	How will I support the team?	Progress monitoring

	Initial Coaching Session	**Form F page 2**
6 min.	**DATA Goal:** If you apply what you know to this situation, what could happen in 6 or fewer weeks?	**Do**: If we teach _____ to _____ **Achieve**: We will see this outcome:_____ **Time:** In _____weeks **Assessment of growth:** He/she will go from _____to _____
8 min.	**Design:** Based on the story, what ideas are the best fit for this student?	Action plan for the next 4-6 weeks.
		Things I will do	Suggestions for parents	Things the student will do
6 min.	**Commit:** What small step will the teacher act on tomorrow to move the plan forward? What will happen the next week? How will this skill be monitored?	What I will start tomorrow		How I will monitor progress

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Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
Our initial coaching meeting involves the fewest number of people who can efficiently create a quality plan.	For every case we invite a special ed. teacher, a psychologist, the student's teachers and the principal.	A specialized team puts the plan together and expects the classroom teachers to implement it.	
We use success stories to analyze what these strategies have in common so we can see patterns that open up new possibilities for solving concerns.	We generate strategies and list why they work but often don't see the patterns that generate new possibilities for solving concerns.	We only generate strategies, not why they work.	
We list what teachers and parents do to model and support (accommodations). We also list what students will learn to do independently so we know we have interventions in the plan.	Our plans generally only list what teachers and parents will do to support the student, just accommodations in place.	Our intervention plan often just lists agreed upon student rewards for complying and consequences for noncompliance.	
We teach students to use the "rule of four" so they can help us determine when the action plan needs to change and when it is working.	We use the "rule of four" to make certain we have enough data to decide whether or not to change our action plan.	We seldom collect or graph data to determine the need for changing a plan.	