| 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) |

| | **Initial Coaching Session  Page 2** | | **Form F** |
|---|---|---|---|
| 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 _____<br><br>**Achieve**: We will see this outcome:_____<br><br>**Time:** In _____weeks<br>**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?<br>What will happen the next week?<br><br>How will this skill be monitored? | What I will start tomorrow | | How I will monitor progress |

# Progress Monitoring For An Individual Student

| What is being measured | | | | How data will be collected | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Student Name | Baseline Data | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Total growth |
|---|---|---|---|---|---|---|---|---|
| Academic Goal | | | | | | | | |
| Executive Function Goal | | | | | | | | |

# 5 Whys Coaching Conversation – page 1

| | | | |
|---|---|---|---|
| **Date:** | Coach: | Teacher: | Student: **Form H** |
| **Purpose** | To dig deeper into the root cause in order to design new learning opportunities. | | |
| 2 min. | **Connect:** Tell me what progress has been made since the last time we talked? | Strengths you see in this student and progress made since last coaching meeting. | |
| 20 min. | **Focus Concerns and 5 whys** to find the hidden skill needed. | Academic Concern (in teacher's words) | Hidden skill identified by 5 whys (see strength charts): |
| | | Executive Function Concern (teacher's words) | Hidden skill identified by 5 whys (see strength charts): |
| 4 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 _____ <br><br>**Achieve**: We will see this outcome_____ <br><br>**Time:** In _____weeks <br>**Assessment of growth:** _____ will go from _____ to _____ | |

| | **5 Whys Coaching Conversation** | **Page 2** | | **Form H** |
|---|---|---|---|---|

| 5 min. | **Stories:** Ask the teacher(s) to describe a time when a student was successful learning this skill.<br>1. What did the student do<br>2. What you did that helped<br>3. What the parents did<br>4. What the other students did | Ideas from your success story | | How does this strategy affect student thinking? |
|---|---|---|---|---|
| 5 min. | **Design:** Based upon the story, what ideas fit this student best? | Things I will do | Suggestions for parents | Things the student will do |
| 4min. | **Commit:** What small step will the teacher act on tomorrow to move the plan forward?<br>What will happen the next week?<br><br>How will this skill be monitored? | How I will start tomorrow | | How I will monitor progress |

# 5 Whys Conversation

Academic concern_____

| Build your questions on the teacher's answer and use paraphrasing.<br><br>Question starters:<br>  * So, why does he...<br>  * What is interfering with...<br>  * What else could be causing...<br>  * What is it that makes ____ so hard for him?<br>  * This happens because...<br>  * What do other students say or do in their head that helps them with this?<br><br>End with, so are you saying...? | Coach says<br><br>1.<br><br>2.<br><br>3.<br><br>4.<br><br>5.<br><br>6. | Teacher says:<br><br>1.<br><br>2.<br><br>3.<br><br>4.<br><br>5.<br><br>6. | Clarification |
|---|---|---|---|

# 5 Whys Conversation

<span style="color:red">Executive Function concern</span>_____

| Build your questions on the teacher's answer and use paraphrasing.<br><br>Question starters:<br>  * Why does she…<br>  * What do other students think about that he doesn't?<br>  * What is it that makes ___ so hard?<br>  * This happens because…<br>  * What do other students say or do in their head that helps them with this?<br>  * What else could be causing that?<br><br>End with, so are you saying…? | Coach says<br><br>1.<br><br><br>2.<br><br><br>3.<br><br><br>4.<br><br><br>5.<br><br><br>6. | Teacher says:<br><br>1.<br><br><br>2.<br><br><br>3.<br><br><br>4.<br><br><br>5.<br><br><br>6. | Clarification |

# Student Support Meeting Summary

| Concerns | Hidden Skill(s) Need |
|---|---|
|  |  |

**DATA Goal: D** If we teach _____ to _____
                   (Student name)        (New skill)

       **A** He/She will be able to _____
                         (Change in student behavior or learning)

       **T** Within _____
                         (Timeframe – not more than 6 weeks)

       **A** He/She will go from _____ to _____
                     (Baseline score)        (Predicted amount of growth)

| School Strategy | Home Strategy | Student Strategy |
|---|---|---|
|  |  |  |

| School Monitoring | Home Monitoring | Student Self-Monitoring |
|---|---|---|
|  |  |  |

Next date to meet:

# Follow-up To Student Support Meeting Summary

| New strengths seen | New skills to work on |
|---|---|
| | |

**DATA Goal: D** If we teach _____ to _____

             (Student name)      (New skill)

    **A** He/She will be able to _____

               (Change in student behavior or learning)

    **T** Within _____

               (Timeframe – not more than 6 weeks)

    **A** He/She will go from _____ to _____

               (Baseline score)      (Predicted amount of growth)

| School Results From Current Plan | Home Results From Current Plan | Student Self-monitoring Results |
|---|---|---|
| | | |

| Revisions to School Plan | Revisions to Home Plan | Revisions to Student Plan |
|---|---|---|
| | | |

Next Date To Meet: