

	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)			

6 min.	<p>DATA Goal: If you apply what you know to this situation, what could happen in 6 or fewer weeks?</p>	<p>Do: If we teach _____ to _____</p> <p>Achieve: We will see this outcome: _____</p> <p>Time: In _____ weeks</p> <p>Assessment of growth: He/she will go from _____ to _____</p>						
8 min.	<p>Design: Based on the story, what ideas are the best fit for this student?</p>	<p>Action plan for the next 4-6 weeks.</p> <table border="1" data-bbox="825 544 2479 1025"> <tr> <td data-bbox="825 544 1378 1025">Things I will do</td> <td data-bbox="1378 544 1931 1025">Suggestions for parents</td> <td colspan="2" data-bbox="1931 544 2479 1025">Things the student will do</td> </tr> </table>			Things I will do	Suggestions for parents	Things the student will do	
Things I will do	Suggestions for parents	Things the student will do						
6 min.	<p>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?</p>	<p>What I will start tomorrow</p>		<p>How I will monitor progress</p>				

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?	<p>Do: If we teach _____ to _____</p> <p>Achieve: We will see this outcome _____</p> <p>Time: In _____ weeks</p> <p>Assessment of growth: _____ will go from _____ to _____</p>			

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. 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 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? What will happen the next week? How will this skill be monitored?	How I will start tomorrow		How I will monitor progress	

5 Whys Conversation

Form I

Build your questions on the teacher's answer and use paraphrasing.

Question starters:

- * So, why does he...
- * What is interfering with...
- * What else could be causing...
- * What is it that makes ___ so hard for him?
- * This happens because...
- * What do other students say or do in their head that helps them with this?

End with, so are you saying...?

Academic concern _____

Coach says

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Teacher says:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clarification

5 Whys Conversation

Executive Function concern _____

Build your questions on the teacher's answer and use paraphrasing.

Question starters:

- * Why does she...
- * What do other students think about that he doesn't?
- * What is it that makes ___ so hard?
- * This happens because...
- * What do other students say or do in their head that helps them with this?
- * What else could be causing that?

End with, so are you saying...?

Coach says

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Teacher says:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Clarification

Student Support Meeting Summary

Form K

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: