

Practice-Based Coaching: A Guide to Goal Setting

In practice-based coaching, goal setting is a reflective process. Goal setting refers to a process in which a teacher and coach select a teaching practice(s) and identify which aspect of the practice(s) will be the focus for coaching. Starting with a clearly stated goal can help teachers and coaches understand the specific behaviors to focus on and guide the coaching process. These goals are specific, observable, and achievable. Time frames are included in the Action Plan.

Different Types of Goals Based on Teachers’ Knowledge and Skill with Teaching Practice(s)

Learn more and try it out	Do it more often	Do it better	Do it differently
You want to learn more about the practice or different ways to use the practice and then try using it in the classroom.	You use this practice sometimes but would like to do more within or across classroom activities	You know about this practice but you think you could do it better or use it more efficiently	You use this practice but want to try out a different way of using it

Let’s look at a few example goals for the teaching practice about promoting a child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and nonverbal communication (INT3):

Example Goals:

<i>I will meet with the speech therapist and develop a list for ways my classroom team might respond to (Child Name)’s communication attempts in a way that builds her verbal communication and share that with my team to implement when we interact with her</i>	<i>Learn more and try it out</i>
<i>I will work with my team to make sure that all adults in the classroom respond to (Child Name) and (Child Name)’s verbal and nonverbal communication</i>	<i>Do it better</i>
<i>I will respond to (Child Name)’s vocalizations by repeating the utterance and interpreting the intent and then respond to her at least 2 times during every classroom activity.</i>	<i>Do it more often</i>
<i>I will make a visual schedule that can be changed as needed so that activities can be removed or turned over when they are finished.</i>	<i>Do it differently</i>

Let's look at a few example goals for making individual accommodations and adaptations:

The teacher plans for and provides the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. (INS4)

Example Goals:

<i>I will identify and read three sources to learn about strategies for individualizing instruction and support for children during whole class activities and try out these strategies during storybook reading.</i>	<i>Learn more and try it out</i>
<i>I will use post-it note reminders for the prompts to use with (Child Name) during circle time activities.</i>	<i>Do it more often</i>
<i>I will plan activities and prepare materials so that children have tasks that they can complete with less adult physical assistance during small group activities.</i>	<i>Do it better</i>
<i>I will try to use more natural supports and peer supports to help children participate in activities instead of scheduling adult support during more difficult activities.</i>	<i>Do it differently</i>

Let's look at a few example goals for the teaching practice about children's active engagement (E3):

Example Goals:

<i>I will read about zoning practices and try them out during choice time and transitions.</i>	<i>Learn more and try it out</i>
<i>I will monitor to make sure that all adults are engaging with the children for each activity by checking at 15-minute intervals.</i>	<i>Do it more often</i>
<i>I will use a planning board to make sure all adults are assigned to an area of the classroom during choice time and transitions and we will plan ways to engage children during those times.</i>	<i>Do it better</i>
<i>I will discuss with Nathan's aide how she can extend her activities beyond support for Nathan to engage other children.</i>	<i>Do it differently</i>

Let's look at a few example goals for the teacher practice about peer interactions (INS8)

Example Goals:

I will identify and read three sources to learn about activities to promote peer interactions and I will plan and implement two strategies in the classroom.	<i>Learn more and try it out</i>
We will implement our buddy play system during outdoor play.	<i>Do it more often</i>
I will create 5 buddy bins that each contain a social play activity and will divide the children into small groups of two or three to play with the bins twice a week.	<i>Do it better</i>
I will use a buddy system in which children are paired with a partner for the first 15 minutes of choice time for a week.	<i>Do it differently</i>