



This form provides guidance and examples of how to write quality goals during Practice-Based Coaching. This process can be adapted and repeated throughout a provider's quality improvement journey.

Start Small - Goals should be determined based on the provider's current knowledge and experience with a particular teaching practice. Consider whether they need to *refine* or *improve* the practice in the following sequence: learn more and try it, do more often, do it better, do it differently.

Determine: Refine or Improve

- **Learn More and Try It Out:** Unfamiliar with the practice or has basic knowledge, not currently implementing
- **Do It More Often:** Currently implementing, but not consistently
- **Do It Better:** Consistently implementing, but not effectively
- **Do It Differently:** Consistently implementing, needs extending or adapting to meet needs

As the provider's knowledge and skills grow, create new goals following this same sequence. The examples for the scenario below show what a goal statement might look like at different stages.

Scenario: A teacher is having a hard time getting children to know what comes next in the day.

Learn More and Try It Out

I will research why visual schedules are important and how to use them effectively. I will make a schedule and go over it with the children during morning circle time.

Do It More Often

I will use a visual schedule to remind children of daily activities during morning circle, before centers, after lunch and before we go outside.

Do It Better

I will invite a child to be the schedule helper each day. The helper will go over the visual schedule at the beginning of the day and before each transition.

Do It Differently

I will choose a separate schedule helper for the a.m. and p.m. groups. I will create two lists of helpers to choose from to be sure that any children who attend 4K are in the group that is in the classroom in the a.m. or p.m.

Ask Yourself - Does the goal address a specific teaching practice? Is it clearly written, meaning the provider will know exactly what to do, when and with whom? Will the coach be able to observe the goal in action and measure progress? Is the goal achievable within the timeframe coaching partners have determined?

Scenario: A teacher of infants says that she wishes the children could talk and tell her what they want.

Examine the Goal and Compare

I will wait for children to respond to a verbal communication before acting.
-or-
Before I pick a child up for a diaper change, I will ask, "Are you ready for a clean diaper?" and wait three seconds to see how the child responds.

Scenario: A teacher is concerned about a few children who tend to be withdrawn.

Examine the Goal and Compare

I will promote peer interactions during daily routines.
-or-
I will promote peer interactions during snack and lunchtime by grouping children who are more outgoing with Jason, Chandra and Keith.