



Think about your big picture, long-term growth as a teacher (if applicable), a leader, and as an individual.

- When you set a long-term, ambitious goal for yourself, what do you do along the way to ensure you are progressing towards your goal? (Does not need to be limited to teaching.)
- Why might it be helpful for teachers to have both long-term and short-term action steps and goals as they develop?

Developing Teachers Using Strategic Next Steps and Follow- Up

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Explain why providing teachers with a clear set of next steps and follow-up expectations will drive their development forward continuously and cohesively
- Describe the key strategies for planning a series of development next steps for teachers
- Draft next steps and a development plan for one target teacher

Agenda

Opening

Providing Teachers with SMART Next Steps

Planning a Long-Term Cycle of Teacher Development

Closing



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Coach Action	Coaching Techniques
Prepare & Plan	<ul style="list-style-type: none"> • Observe and take low-inference notes • <i>Hone In on a Key Lever</i>
Opening	<ul style="list-style-type: none"> • <i>Check the Temperature</i>
Direct Feedback	<ul style="list-style-type: none"> • <i>Share the Key Lever</i> • <i>Map the Conversation</i>
Model	<ul style="list-style-type: none"> • <i>Paint a Picture of Excellence</i>
Practice	<ul style="list-style-type: none"> • <i>Practice It</i>
Follow Up	<ul style="list-style-type: none"> • <i>SMART Next Steps</i> • <i>Create a Development Plan</i>

Key Idea:

SMART Next Steps ensure that you've clearly communicated what both you and your teacher will do to follow up after a coaching conversation to continue developing their skill.

Effective *SMART Next Steps* are:

- Specific
- Measurable
- Aligned
- Realistic
- Time-Bound



Watch Maggie give Tam [next steps](#) at the end of a coaching conversation. How do these next steps meet the SMART criteria?

SMART Next Steps: Examples

Key Lever	SMART Next Steps
Teacher A will use self- and parallel-talk to narrate teacher and student actions consistently during center time (and eventually the entire school day).	<ul style="list-style-type: none">• Draft several sample self- and parallel-talk sentences that could be used in specific centers and submit to leader by tomorrow for feedback.• Meet with their co-teacher before school 3 times this week to practice using self- and parallel-talk in role plays with one another.• Film self during center time and submit video and reflections by next Monday.
Teacher B will increase the quantity of complex vocabulary that she uses during extended conversations with students.	<ul style="list-style-type: none">• Identify 10 words from the complex vocabulary list to focus on. Plan specific moments when the teacher may be able to push in that language throughout the day. Submit by tomorrow.• Have a peer observe the teacher implementing the TALK strategy and record every time she uses a target complex word by the end of the week.• Film one extended conversation and submit video and reflections by Friday.
Teacher C will implement read alouds using high-quality complex texts 80% of the time.	<ul style="list-style-type: none">• Select books to use for the three upcoming read alouds. Send selections, reasoning, and big ideas from the texts to leader by end of the week.• Observe a peer who uses complex texts conduct a read aloud by end of week. Collaborate with grade level partners to select complex texts for the next unit.

Briefly review your notes (and ours, if helpful) and key lever for Ms. Cortney, the teacher whose video we watched this morning.

- 1 With your elbow partner, plan *SMART Next Steps* for Ms. Cortney.
- 2 Write your *SMART Next Steps* on a post-it and swap with the pair across the table. Provide feedback to each other using the *SMART Next Steps* Feedback Cheat Sheet.
- 3 Be prepared to share an example or two of a next step that you are really proud of!

- 1 On your own, plan *SMART Next Steps* for one teacher that you observed prior to this session.
- 2 Write your *SMART Next Steps* on a post-it and swap with the person across the table from you. Provide feedback and revise.



How would you define *SMART Next Steps*? How does this compare to how you have been giving your teachers next steps moving forward already?

Why does this particular strategy support teacher development?

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Key Idea:

Effective coaches and leaders *Create a Development Plan* by initiating a chain of development activities that maximize growth in minimal time, where each activity gets the teacher closer to meeting his/her goal for the coaching cycle.

To effectively *Create a Development Plan*:

- Build knowledge and/or skills.
- Address mindsets directly.
- Provide multiple opportunities for practice.
- Be strategic and flexible.



Monthly Goal: By the end of the month, Ms. Nancy’s students will consistently engage with texts by practicing target vocabulary and answering text-based questions in 100% of read alouds.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1: Ms. Nancy observes colleague deliver effective read aloud	Together: Co-plan, model, and practice opportunities for students to interact with vocabulary	Ms. N delivers and films lesson, reflects upon student learning of target vocabulary		Ms. N submits read aloud lesson plan to leader for feedback re: vocabulary questions
Week 2: Leader follow-up observation of Ms. Nancy read-alouds	Together: Debrief lesson; model and practice effective text-based content questions		<i>TBD: If necessary, model read aloud while Ms. Nancy observes</i>	Ms. N submits lesson plan with both vocabulary and content questions
Week 3: Ms. N films lesson and reflects on student responses to text-based questions		Ms. N observes a colleague engage students in answering questions in different ways	Ms. N completes self-study for how to engage students in answering questions	
Week 4: Co-plan a lesson that includes a variety of engagement strategies for how students can respond to questions	Rehearse read aloud lessons with a colleague; get and receive feedback		Leader observes Ms. Nancy during read aloud; model question or engagement skills if necessary	Debrief read aloud with Ms. Nancy; revisit growth goals

Create a Development Plan: Guided Practice

- 1 With your table, create a month-long development plan for Ms. Cortney.
- 2 Outline your plan on your graph paper and post it somewhere in the room.
- 3 After you've posted your plan, take three minutes to circulate to look at the plans your colleagues created. Mark or comment on other plans where you agree, appreciate an idea, had a similar idea, etc.



On your own:

- Use the planning template in your handouts to create a month-long development plan for a teacher you observed prior to this session.



Reflect independently on the following questions:

- How will using longer-term development plans hold you and your teachers accountable for continuous instructional improvement?
- How does this compare to your current goal-based planning for your teachers? What is similar and different?
- What will come easily to you when creating these development plans? What will be challenging?

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Respond to the following questions on your exit ticket:

- How will using short- and long-term planning to drive teacher improvement in the coming school year?
- How will you make sure that you continue to create intentional, goals-based next steps and development plans for your teachers? **(Copy your answer to this question on a post-it and stick on chart paper.)**
- How will you hold teachers accountable for completing next steps and progressing towards goals?