

Form A. Organization Meeting Form

General Issue	Specific Concern	Meeting Focus (Skill we want to see more of; see strength charts)	Criteria for Measuring Growth	Start Plan	Stop Plan
Students who hand in work that is incomplete	Getting students to check their work for accuracy and completeness before submitting it	Teach students to use models, rubrics, and checklists to self-assess their work for both accuracy and completeness	Number of homework and classwork papers turned in complete (all questions answered and all steps shown, if appropriate) with five or fewer errors	9/18	10/16
Students who do not understand how to draw a conclusion (inference) based upon evidence				10/16	11/13
Students who give up when work is hard, lack of perseverance				11/13	12/11

Form A. Organization Meeting Form: Your Turn

General Issue	Specific Concern	Meeting Focus (Skill we want to see more of; see strength charts)	Criteria for Measuring Growth	Start Plan	Stop Plan
Unorganized					
Not motivated					
Disrupts the class					
Failing math					
Cannot apply phonics					

Form B. Team Conversation Guide

Date:					
2 min.	Connect: What do you appreciate about this team? What do you like best about being a teacher?	This starts the conversation on a positive note. (Examples of other questions: What are your best accomplishments this week? Who inspired you to become a teacher? What would you like to be known for? What was your funniest school experience? What is your favorite book, movie, place to visit, etc?)			
2 min.	Review the concern/focus: What outcome would be most beneficial for these students?	Concern	Meeting focus (this is set during the organization meeting and reviewed here to focus the stories)		
9 min.	Share success stories: Ask the teachers to describe a time when they helped struggling students become very successful at this skill. Be very specific about the following: <ol style="list-style-type: none"> 1. What the student did 2. What you did that helped 3. What the parents did 4. What the other students did 	Team's specific success stories	How does this strategy change student thinking? (It may help to refer to charts.)		
6 min.	Establish a DATA goal: If we apply what we know to this situation, what could happen in four weeks?	Do: If we teach students to _____ Achieve: We will see this outcome: _____ Time: In __ weeks Assessment of growth: They will improve by ___ percent			
9 min.	Design an action plan: What ideas from the story are the best fit for this group of students?	Action plan for the next four weeks			
		Ways teachers will support	Suggestions for parents	What students do for themselves	
7 min.	Commit to an action: What small step will each teacher act on tomorrow to move the plan forward? What will each person do to support the group? How will each teacher monitor student growth?	Teacher name	Tomorrow I will start by . . .	How will I support the team?	Progress monitoring

Form C. Team Progress Monitoring Form

What Is Being Measured				How the Team Will Collect Data		
Student Name	Baseline	Week 1	Week 2	Week 3	Week 4	Total Growth
A.						
B.						
C.						
D.						

Form D. Student Interview Guide

Interviewer:	Student:	Date:	
Purpose	Get to know the student's strengths and thoughts		
1. Connect: Tell me something you've done that you are proud of.			
2. Share success stories: Think of a time when you had to do something very hard and you were successful. What is special about you that helped you do that?			
3. Reflect: What things do teachers do that help you learn?			
4. Imagine: If you got the best student award this year, what would it be and what would you have done to get it? (Reference a strength chart here.)	Strengths the student identifies from the chart	What they want to get better at	
5. Design an action plan: What could we do together to make the award happen?	What would you like me to do to support you?	What would you like your parents to do to help?	What could you do?
6. Commit to an action plan: What will we both do to start this plan? What small step will we each take? When should we meet again?	Tomorrow the teacher will		Tomorrow I will

Form E. Parent Interview Guide

Date:	Parents' Names:	Student:	Grade:
Purpose	To get to know the student better through the parents' eyes		
1. Connect: Tell me something your child accomplished that you are very proud of. What strengths made that happen?			
2. Share success stories: Think of a time when your child was frustrated but worked through it.			
3. Discuss supports: What are things you do to support learning and positive behavior for your child? What actions cause frustrations?			
4. Imagine: If this were the best school year ever for your child, what one change would make that happen? Would your child agree with this?			
5. Design an action plan: What things can we do together to make that kind of school year happen for your child?	What the parent could do	What the teacher could do	What the child could do
6. Commit to an action: What small step can we start with tomorrow?			
7. Communicate: What would be the best way for us to stay on the same page? When can we talk again?			

Form F. Initial Coaching Conversation Guide

Date:	Coach:	Teacher:	Student:	Grade:
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.	Review the concern/focus: What outcome would be most beneficial for this student?	Concern in teacher's words:	What skill to teach the student (strength charts may help here):	
7 min.	Share success stories: Ask the teacher(s) to describe a time when a student was successful learning this skill, being very specific about the following: <ol style="list-style-type: none"> 1. What the student did 2. What the teacher 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 (strength charts may help here)?	
6 min.	Establish a DATA goal: If you apply what you know to this situation, what could happen in six or fewer weeks?	Do: If we teach _____ to _____ Achieve: We will see this outcome: _____. Time: In ____ weeks Assessment of growth: He/she will go from ____ to ____ .		
8 min.	Design an action plan: Based on the story, what ideas are the best fit for this student?	Action plan for the next four to six weeks.		
		Things I will do:	Suggestions for parents:	Things the student will do:
6 min.	Commit to an action: What small step will the teacher act on tomorrow to move the plan forward? What will happen the following week? How will this skill be monitored?	What I will start tomorrow:	How I will monitor progress:	

Form G. Progress Monitoring for an Individual Student

Student Name:

What Is Being Measured				How Data Will Be Collected			
Baseline Data	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total Growth
Academic Goal							
Executive Function Goal							

Form H. Five Whys Coaching Conversation Guide

Date:	Coach:	Teacher:	Student:	
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.	Review focus concerns and use five whys to find the hidden skill needed.	Academic concern (in teacher's words): Executive function concern (in teacher's words):	Hidden skill identified by five whys (see strength charts): Hidden skill identified by five whys (see strength charts):	
4 min.	Establish a DATA goal: If you apply what you know to this situation, what could happen in six or fewer weeks?	Do: If we teach _____ to _____, Achieve: we will see this outcome _____. Time: In ___ weeks, Assessment of growth: _____ will go from _____ to _____.		
5 min.	Share success 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 did the teacher(s) do that helped? 3. What did the parents do? 4. What did the other students do?	Ideas from your success story:	How does this strategy affect student thinking?	
5 min.	Design an action plan: Based on this story, what ideas fit this student best?	Things I will do:	Suggestions for parents:	Things the student will do:
4 min.	Commit to an action: What small step will the teacher act on tomorrow to move the plan forward? What will happen the following week? How will this skill be monitored?	How I will start tomorrow:		How I will monitor progress:

Form I. Five Whys Conversation: Academic Concern

<p>Build your questions on the teacher's answer and use paraphrasing.</p> <p>Question starters:</p> <ul style="list-style-type: none"> • 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? <p>End with:</p> <ul style="list-style-type: none"> • So are you saying . . . ? 	<p>Academic concern: _____</p>		
	<p>Coach says</p>	<p>Teacher says</p>	<p>Clarification</p>
1.	1.		
2.	2.		
3.	3.		
4.	4.		
5.	5.		
6.	6.		

Form J. Five Whys Conversation: Executive Function Concern

<p>Build your questions on the teacher's answer and use paraphrasing.</p> <p>Question starters:</p> <ul style="list-style-type: none"> • 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 heads that helps them with this? • What else could be causing that? <p>End with:</p> <ul style="list-style-type: none"> • So are you saying . . . ? 	<p>Executive function concern: _____</p>		
	<p>Coach says</p>	<p>Teacher says</p>	<p>Clarification</p>
1.	1.		
2.	2.		
3.	3.		
4.	4.		
5.	5.		
6.	6.		

Form K. Student Support Team Meeting Summary

Student:		
Date:		
Concerns Not completing multistep problems correctly	Hidden Skill(s) Needed Be able to visualize patterns and steps and explain or draw the steps	
<p>DATA Goal:</p> <p>D: If we teach <u>Maddie</u> (student name) to <u> </u> visualize steps before starting to solve the problems <u> </u> (new skill),</p> <p>A: He/she will be able to <u> </u> complete more multistep problems accurately <u> </u> (change in student behavior or learning).</p> <p>T: Within <u> </u> four weeks <u> </u> (time frame; not more than six weeks),</p> <p>A: He/she will go from <u> </u> doing 3 out of 12 problems accurately <u> </u> (baseline score) to 6 out of 12 <u> </u> (predicted amount of growth).</p>		
School Strategy 1. Perform check-ins on agenda with a homeroom teacher regularly. 2. Teach her to use a checklist to double check her visualization of steps.	Home Strategy 1. Apply the three-step visualization skill to home tasks.	Student Strategy 1. Utilize her agenda. 2. Review new content steps for 10–15 minutes a day.
School Monitoring Number of correct responses on multistep problems for classwork	Home Monitoring Number of correct responses on home tasks	Self-Monitoring Charting the number of correct responses for home and school tasks twice a week
Next date to meet: November 6, 2020		