SETON
EDUCATION PARTNERS

CREATING A BITE SIZE ACTION STEP

[1] Praise	[2] Probe	[3] Action step	[4] Practice	[5] Plan ahead	[6] Follow up
Specific concrete teacher actions that lead to positive student outcomes	*Targeted and scaffold reflection to encourage reflection regarding the action step*	*Bite-sized measurable action*	*Role play how to implement the action step to prepare teachers to "go live"*	*Design or revise upcoming plans to implement the action step*	*Timeline for follow up*

Naming and creating a bite size action step is key to making a coaching meeting effective. If the action step is unclear or too broad, it will be difficult for the teacher to implement and meaningful change won't occur in the classroom. A bite size action step is an action that can be implemented the next day and mastered in one week. Action steps should also be measurable and name the criteria for success. This eliminates ambiguity and builds confidence and trust in the coaching relationship. Below are the steps for crafting strong action steps and examples of how to turn less effective action steps into stronger action steps. This resource is intended to support leaders with creating their own action steps for teachers.

Write strong action steps

Steps	Example
1. Identify the highest leverage area of focus. *What is the biggest barrier to student success right now?*	The highest leverage area of focus is teacher modeling. Although there were a few management issues during the observation, the biggest thing preventing students from being successful is that the students were unclear on how to meet the objective.
2. Determine the ideal. *Ideally, what would have occurred in the classroom if that barrier was removed?*	Ideally, in this lesson, the teacher would have modeled the thinking and actions students need to be able to do independently. As they did this, they would ask students to pay attention to what they were thinking and doing. Then, the teacher would model again with student input.
3. Break it down. Plan backwards. *What steps need to happen to get to the ideal? Can these steps happen in one week? Is it clear what the teacher action is in each step?*	To get to this ideal the teacher needs to first be clear on the metacognitive process– what are they, the teacher, doing and thinking? Why? Then they need to be able to intentionally model that for students. They also need to be able to draw student attention to the process and know how to scaffold if students aren't understanding the process. Finally they need to know how to bring students into the modeling– what questions to ask students and when.

4. Determine the next step. Break it down, again. *Is this something that the teacher can implement right away and master within a week? Can we practice all of this in our next meeting?* If the answer to any of these is no, make the action step even smaller.	The next action step for this teacher is identifying the modeling process– when you are modeling the objective, what are you doing and thinking?

Less effective to stronger action steps

Less effective action steps	Stronger action steps	Changes
Write lesson objectives.	Write daily math lesson objectives that state what students need to be able to do and how they will do it.	● **Bite size:** focus on math ● **Measureable:** noted the time frame (daily) and the criteria for success (what the objective should say)
Give clear directions.	When giving directions, name 3 or fewer short steps (one sentence or less) using your fingers as a visual cue.	● **Bite size:** focus on one aspect of giving directions– being concise. ● **Measureable:** noted the number of directions that should be given and the criteria for success (short steps, use fingers as cue)
Improve small group rotations.	Use a timer and record math and reading rotation time on the board. Use reminding language to motivate students to reach the goal of safe and efficient rotations in 30 seconds or less.	● **Bite size:** focus on two main strategies to improve rotations– using a timer and recording on the board. ● **Measurable:** noted the time goal of 30 seconds and criteria for success (safe and efficient)
Use content provider data to target students.	Weekly, pull up the report on student lessons. Identify 3 students who failed the most lessons. Look at what they are struggling with and make a conferencing plan for that week.	● **Bite size:** focus on 3 students who failed the most lessons ● **Measurable:** noted time frame (weekly), number of students to target (3), and criteria for success (identify what they struggled with and plan a conference)
Differentiate lesson content for small groups.	When planning for daily math small groups, identify a prerequisite skill that student's need support developing in order to master today's content. Plan a 5 minute pre-teach to the 1 or 2 group(s) that will struggle the most.	● **Bite size:** focus only on differentiating by identifying pre-requisite skills and a quick 5 minute pre-teach ● **Measurable:** noted time frame (daily), number of groups to target (1 or 2), and criteria for success (identify prerequisite skill and plan pre-teach)