

Check	<b>Example: Using the Developing Checklist for creating coaching Roadmaps using PDSA cycles</b> <b>Refer to the Plan, Do, Study, sections of the PDSA (on the following pages)</b>					
✓	The top section of the PDSA filled out completely ✓ List times to ensure the full time is used ✓ Identify the dates to ensure your groups are on the same page; this will make the ACT part of the cycle much more effective and valuable for you and your teachers ✓ Highlight the group so you can reflect during the ACT part of the cycle on the targeted activities chosen and determine next steps that are needed					
✓	The <b>PLAN</b> section lists the goal, which is to have every teacher develop lesson plans following the scope and sequence, materials, and resources of the new program					
✓	The <b>DO</b> section lists the PD activities/coaching support and each guided practice component (Teach, model, practice, and apply) that is needed each day. These are the critical points in the Roadmaps (checklist, action plan, or visual map). <table border="1" data-bbox="279 743 1986 1036" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="279 743 1129 889"> <b>Teach:</b> Provide explicit PD.            What is it? What is it not? Why do we need it?         </td> <td data-bbox="1129 743 1986 889"> <b>Model:</b> Provide explicit modeling of the activity or strategy.            Walk through the activity step by step. Provide modeling of the activity that is grade-level specific.         </td> </tr> <tr> <td data-bbox="279 889 1129 1036"> <b>Practice:</b> Follow up with coaching support including observations and feedback, side by side coaching, and additional PD.         </td> <td data-bbox="1129 889 1986 1036"> <b>Apply:</b> Once teachers have practiced and coaching support has been provided, follow up with a longer observation and feedback to ensure teachers are applying the activity,         </td> </tr> </table>		<b>Teach:</b> Provide explicit PD. What is it? What is it not? Why do we need it?	<b>Model:</b> Provide explicit modeling of the activity or strategy. Walk through the activity step by step. Provide modeling of the activity that is grade-level specific.	<b>Practice:</b> Follow up with coaching support including observations and feedback, side by side coaching, and additional PD.	<b>Apply:</b> Once teachers have practiced and coaching support has been provided, follow up with a longer observation and feedback to ensure teachers are applying the activity,
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✓	The <b>STUDY</b> section lists the teachers in the group.					
	<b>Begin your PDSA Cycle with the group.</b>					