



Frequently Asked Questions: Practiced-Based Coaching (PBC)

This is one in a series of inclusion-focused frequently asked questions (FAQs) for educators and special education staff. Below you'll find answers to FAQs about PBC.

What is Practice-Based Coaching?

Practice-Based Coaching is a research-based coaching model for supporting effective teaching and home visiting practices that lead to positive learning outcomes for children, including infants and toddlers. PBC is a cyclical process founded on a strong partnership between the coach and coachee.

What makes a strong, collaborative partnership?

- Shared understanding of goals
- Trust
- Support
- Ongoing communication
- Celebration of successes

What are the components of the PBC coaching cycle?

The PBC coaching cycle has four major components:

- Collaborative partnerships
- Goals and a plan
- Focused observation
- Reflection and feedback

What is the role of the PBC coach?

The coach is a supportive partner, rather than an evaluator or supervisor. In infant and toddler settings, the coach helps the coachee through the process of implementing new or complex teaching strategies to support the learning and development of the infants and toddlers in the setting.

How can coaches help educators to craft inclusion-related goals?

The needs assessment tools from the Division for Early Childhood (DEC) Recommended Practices are a helpful starting point for coaches to support inclusive practices. When writing goals for inclusion, be sure to focus on specific and observable inclusion practices.

Establish a defined, realistic timeframe for implementing the practice. Identify what steps will be taken, when, and with whom, with consideration for the specific goal of the inclusive practice. At the end of the timeframe, provide time to reflect on the practice, asking questions such as:

- How did this support the child?
- What would happen if...?
- What went well?
- What would you do differently?



How do inclusive practices fit into my program's existing coaching needs assessment?

If you look closely at your program's needs assessment, you will likely see practices that apply to inclusion. Look for words like "individualize," "differentiate," "adapt," "embed," or "meet the needs of all children," which indicate inclusive practices, in which education staff makes small adjustments to enable access to learning for an individual child. Many resources that apply to working with children ages 3 to 5 can also be adapted to fit infant and toddler settings

Should I use another needs assessment for inclusion practices?

While your program's needs assessment can be a good starting point, additional resources specifically related to inclusion may be necessary to help coaches support infants and toddlers, or children with disabilities or developmental delays.

Where can coaches and education staff learn more about inclusion and PBC?

- [Disabilities Services Newsletter – Practice Based Coaching: Focus on Inclusive Practices](#)
- [ECLKC – Practice Based Coaching to Support Inclusion Webinar](#)
- [ECTA Center – Recommended Practices: Performance Checklists](#)
- [ECTA Center – Recommended Practices: Practice Guides for Practitioners](#)

Where can coaches and education staff find more information about inclusion for infants and toddlers?

- [DEC - Recommended Practices](#)
- [ECLKC - Infant/Toddler Teaching Practices](#)
- [ECTA - Infant/Toddler Resource Guide: Inclusion](#)
- [ECTA - Infant/Toddler Resource Guide: Inclusive Environments](#)

Where can coaches and education staff find more resources on the PBC process?

- [ECLKC – Back to Basics: Revisiting the Practice Based Coaching Cycle Video](#)
- [ECLKC – Practice Based Coaching Professional Development](#)
- [NCECDL – Program Leaders' Guide to Practice Based Coaching](#)
- [Pyramid Model Innovations – Implementation: Practice Based Coaching](#)

Where does PBC fit in the Head Start Performance Standards?

The Head Start Performance Standards specifically require research-based coaching for educators: "1302.92 (c) A program must implement a research-based, coordinated coaching strategy for education staff."