PROGRAM LEADERS GUIDE TO PRACTICE-BASED COACHING


CONTENTS

OVERVIEW

The Program Leaders' Guide to Practice-Based Coaching (PBC) is designed for Practice-Based Coaching Implementation Teams in Head Start programs. This guide will provide an overview of the considerations when planning for and implementing coaching as a part of a coordinated approach to professional development. The guide also includes resources for establishing a coaching program that is successful and sustainable.

When thinking about your PBC implementation process, it's important to consider management systems. Without management systems in place, just like the front wheel drive of a car, it can be hard to stay on the road and keep moving in the right direction. Because of this, guidance and discussion related to how a program's management systems need to be considered and leveraged when planning for coaching. Just like a car, both rear and front wheel driving mechanisms are needed to ensure a smooth ride.
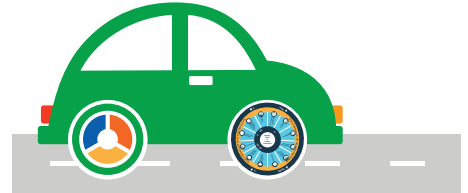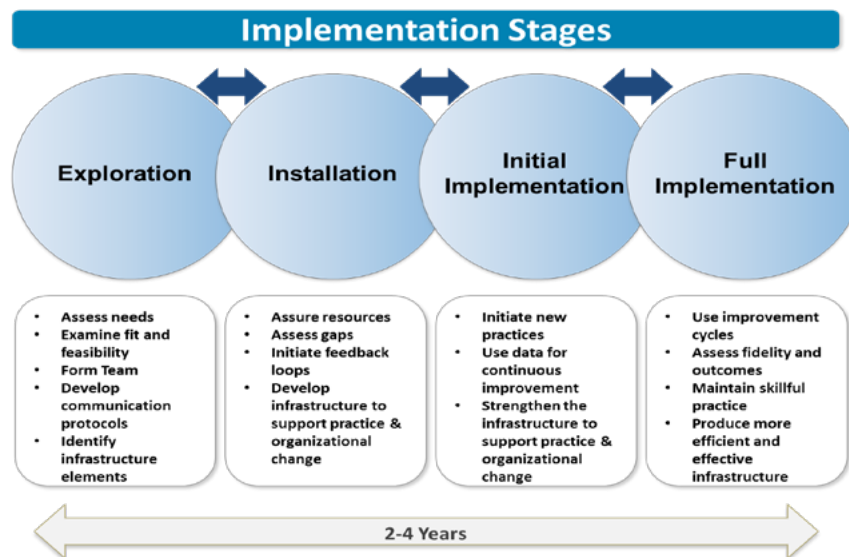
A coordinated approach to professional development indicates that the management systems within a program have worked together to determine how the professional development will be delivered to align with desired outcomes and to meet the individual needs of staff. A coordinated approach also includes determining how data will be used to plan for, monitor, and evaluate the professional development. The Head Start Program Performance Standards require a research-based coordinated coaching strategy to be included as a part of this professional development. A successful coaching program can help education staff use effective practices with confidence and competence. These practices, in turn, can support children as they make gains toward school readiness goals. A successful coaching program does not happen by accident. It takes careful planning, systematic implementation, and ongoing evaluation. This guide will introduce you to PBC, provide information on programmatic supports to consider when establishing a coaching program, and provide guidance for evaluating the coaching program to ensure that it is successful and sustainable.

Let's begin by thinking about what successful and sustained coaching programs look like. First, program administrators, staff, and other stakeholders support coaching as a vital part of their coordinated approach to professional development and collaborate to implement it within their programs. As a part of collaborating to implement coaching, programs consider and engage the program's management systems in planning and implementing coaching. Second, programs adhere to a standard of coaching quality. Coaches know and use research-based coaching practices. Third, programs periodically evaluate the effects of coaching on effective practices and child learning. With support from coaches, education staff use evidence-based practices with fidelity, and children make progress toward school readiness goals. Finally, programs modify their coaching activities to meet the changing needs of each program and its stakeholders.

QUALITY COACHING	QUALITY TEACHING	QUALITY LEARNING
All coaches use research-based strategies to support adult learning and professional development	All education staff use effective practice	All children learn important concepts and skills and are ready for kindergarten

Careful planning is critical for successful coaching. This guide will help you reflect on the preparation, personnel, and processes that are integral to planning and implementing an effective coaching program. It will help you include all stakeholders in the important decisions necessary to implement a coaching program to achieve high-quality teaching and child learning.

Planning and implementing a coordinated approach to professional development that includes a research-based coordinated coaching strategy is not a process that happens quickly or without changes. One way to think about the process of implementing PBC in your program is through the lens of implementation science.

Implementation Stages

Exploration	Installation	Initial Implementation	Full Implementation
• Assess needs • Examine fit and feasibility • Form Team • Develop communication protocols • Identify infrastructure elements	• Assure resources • Assess gaps • Initiate feedback loops • Develop infrastructure to support practice & organizational change	• Initiate new practices • Use data for continuous improvement • Strengthen the infrastructure to support practice & organizational change	• Use improvement cycles • Assess fidelity and outcomes • Maintain skillful practice • Produce more efficient and effective infrastructure

2-4 Years

There are four primary stages of implementation (see figure above),

Exploration is the first stage of implementation and involves the assessment of needs, considering fit and feasibility of new practices within a program, the development of a team to support the work as it progresses through stages, and the development of communication processes to support the work. When implementing PBC, this could include assessing the need and possible focus of PBC and developing a PBC implementation team.

The Installation stage is about securing and developing the support needed to put a new approach or practice into place. It includes developing feedback loops between the practice and leadership level to streamline communication and gather feedback on how new practices are being implemented in the direct service to children of Head Start. When implementing PBC, this could include allocating funds for PBC and establishing ongoing communication with the PBC implementation team, and with coaches and coachees, to gather feedback regarding the PBC implementation plan and adjust accordingly.

Initial implementation is about trying out those new skills and practices and getting better in implementation. In this stage, the program gathers data to check in on how implementation is going and develops improvement strategies based on the data. Implementation supports are refined based on data. For example, a program might determine that a new skill that education staff are using as part of social and emotional development could be further strengthened by additional coaching from an expert. Those involved in the program would think about how to embed these strategies into ongoing PBC and how to gather data on whether the coaching is leading to the improved use of these skills.

Last, full implementation is achieved when the new practice or approach has stabilized, and programs see that the consistent use of the new practice is resulting in improved child outcomes. The program has functional systems to gather information about how the professional development is working and ways to improve implementation. For example, during this stage, PBC is being implemented as intended, and education staff are supported in the use of effective practices, which supports positive child outcomes.

The stages are often complex and overlap. When implementing PBC, often you may advance to one stage and then revisit a previous stage based on implementation needs. There also may be instances in which one aspect of PBC implementation is in initial implementation, while another aspect is in exploration and working to assess needs and identify infrastructure elements. Often, it takes 2–4 years to get to full implementation, even in the best-case scenario. Keep this timeline in mind as you utilize this resource to implement PBC in your program.

Along with administrative support, PD has been identified as an important "driver" to support practitioners' implementation of evidence–based practices and to improve developmental and learning outcomes of young children.

—Snyder, Hemmeter, & McLaughlin, 2011

Coordinated approaches make delivery of high-quality services possible in a planful, thoughtful, and systemic way; provide an organized approach to the work; focus on how to engage staff (program-wide) to accomplish its goals and objectives; and help programs prepare to write a compelling and data-driven narrative about the impacts made on the children, families, and communities. The Head Start Program Performance Standards (HSPPS) indicate that programs must develop a coordinated approach to professional development (PD). See Appendix I for HSPPS that are relevant to PD and coaching. When professional development, including coaching, is planned and implemented systematically as described, research indicates that education staff are better prepared to use effective practices. Research on professional development also indicates that high quality professional development and coaching increases staff self-efficacy and reduces turnover (Aarons, Sommerfeld, Hecht, Silovsky, & Chaffin, 2009; March et al., 2008; Neufel & Roper, 2003). And most importantly, multiple studies have demonstrated that there are better outcomes for children when high quality professional development and coaching are implemented (Zaslow, 2010). The evidence shows that high-quality professional development supports high-quality programs when professional development is focused on the program's identified needs (Bloom et al. 2013; Douglass 2017; Whalen et al. 2016) Current information about professional development activities in Head Start Programs indicate that coaching is being widely implemented as part of a coordinated approach to PD (see A Spotlight on Professional Development in Head Start: FACES Spring 2017 report in Supporting Materials for more information).

Education staff in Head Start and Early Head Start often experience a range of PD opportunities. These experiences are designed to help education staff implement quality learning experiences for children. PD helps education staff learn how to use high-quality activities as a context for teaching content aligned with the Head Start Early Learning Outcomes Framework (HSELOF). PD can help education staff create nurturing, responsive, and effective interactions and engaging environments, implement research-based curricula and effective practices, conduct screening and ongoing child assessment, and implement highly individualized teaching and learning. When connected with one another, these components form a single structure—the Framework for Effective Practice—that surrounds the family in the center. The family is at the "heart" of the house because, as each house element is implemented—in partnership with parents and families in their cultural and community context—the staff foster children's development and learning. The National Center on Early Childhood Development Teaching and Learning (NCECDTL) provides more information about these practices in the Framework for Effective Practice. Successful PD activities lead to the ultimate goal of promoting children's learning and school readiness.
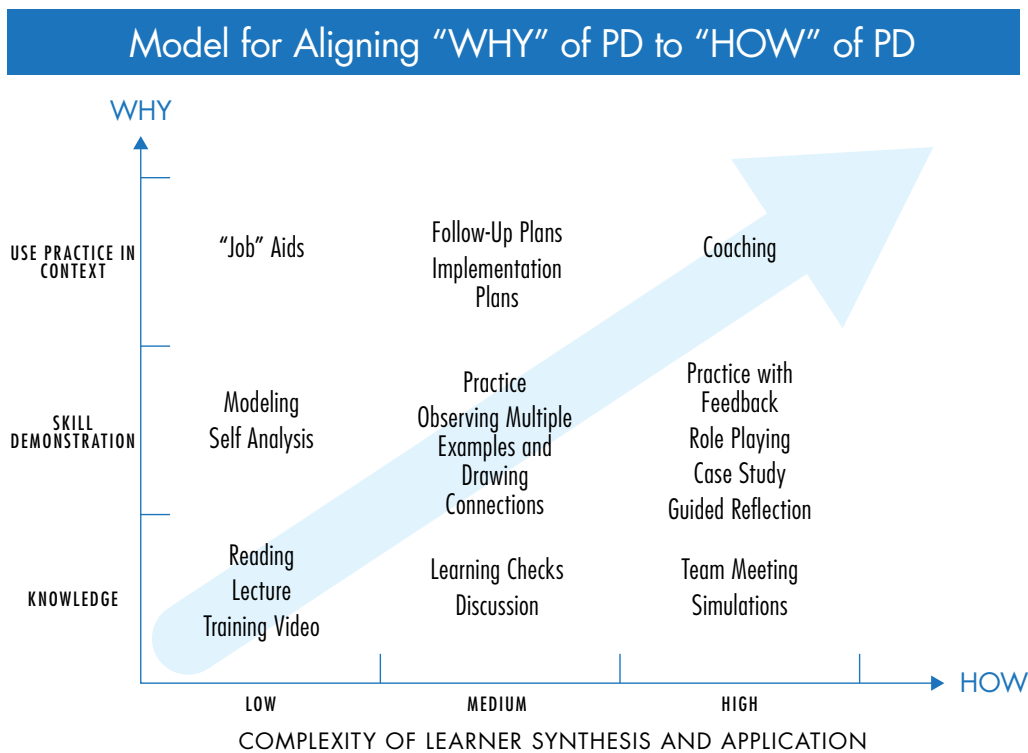

Framework For Effective Practice

There are different types of PD experiences; some are focused on increasing awareness or knowledge, and some are focused on supporting implementation of practices in the classroom, home, and family child care settings. Examples of PD to increase knowledge include training workshops, web trainings, lectures, and courses. This type of PD provides education staff with background information about specific practices, why they are important, and how to use them.

The second type of PD assists education staff with their implementation of practices with supports, including technical assistance, co-teaching, and communities of practice, mentoring, and coaching. This type of PD is often provided after education staff members participate in training experiences to increase awareness of or knowledge about practices. PD to support implementation involves efforts that are sustained over time and take place in the contexts in which staff work with children and families. PD experiences may include both types of PD discussed above. For example, a coach may share resources and information to increase the education staff person's knowledge of effective practices and then provide coaching to support implementation of these practices in the educational setting (e.g., classroom, home).

In the diagram below, as the desired outcomes of PD increase in complexity from knowing about a practice to using an effective practice in context, the types of PD support that are offered must also increase in complexity and effort.

Model for Aligning "WHY" of PD to "HOW" of PD

	LOW	MEDIUM	HIGH
USE PRACTICE IN CONTEXT	"Job" Aids	Follow-Up Plans Implementation Plans	Coaching
SKILL DEMONSTRATION	Modeling Self Analysis	Practice Observing Multiple Examples and Drawing Connections	Practice with Feedback Role Playing Case Study Guided Reflection
KNOWLEDGE	Reading Lecture Training Video	Learning Checks Discussion	Team Meeting Simulations

COMPLEXITY OF LEARNER SYNTHESIS AND APPLICATION

Adapted from: McCollum Catlett (1997)

Research literature supports coaching as robust PD, which results in improved use of effective practices. This guide provides programs with direction on how to implement PBC as part of their coordinated approach to PD.

PRACTICE-BASED COACHING

Deep culture change happens when [programs] provide tangible opportunities for education staff to learn from, and grow from, classroom observations and other measures of effective teaching.

—Jerald, 2012

WHAT IS PRACTICE-BASED COACHING?

PBC is a cyclical process for supporting education staffs' use of effective practices that lead to positive outcomes for children. The coaching cycle components are:

1. Planning goals and action steps;

2. Engaging in focused observation; and

3. Reflecting on and sharing feedback about effective teaching and home visiting practices.

PBC occurs within the context of a collaborative partnership between a coach and coachee. The cyclical nature of PBC emphasizes that the expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.

PBC CYCLE

In PBC, several key terms are used regularly.

- *Coach* refers to an expert, a peer, or the education staff person (self).
- An *expert* is someone who has knowledge and experience in the effective practices being coached.
- The term *education staff* is used to describe the recipient of coaching, and we define the term broadly as anyone who works directly with children, including teachers, teaching assistants, other classroom staff, home visitors, family child care providers, and families.
- *Effective practice(s)* refers to the process of teaching that supports child learning and development. What differentiates PBC from other forms of coaching is the focus on effective practices.

Examples of effective early childhood practices include setting up the environment to support development and learning, commenting on the connections between parents' actions and child development, integrating language-rich interactions in the daily routines (e.g., feeding, diapering, transitions between sleep and awake), and designing and implementing developmentally appropriate activities.

Effective practices are specific statements of the actions and behaviors of teachers, teacher assistants, home visitors, and family child care providers that support child learning. Examples include the following:

- I imitate and/or expand upon children's vocalizations and actions.
- I ask open-ended questions and give parents and children time to respond.
- I vary the level of support that parents and children receive based on their individual needs.
- I follow the parent's and child's lead at home visits and acknowledge their interests and needs.

PBC can be used to support, improve, or refine effective practices to support children's learning/progress across all domains delineated in the HSELOF.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

CENTRAL DOMAINS				
APPROACHES TO LEARNING	**SOCIAL AND EMOTIONAL DEVELOPMENT**	**LANGUAGE AND LITERACY**	**COGNITION**	**PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT**
INFANT/TODDLER DOMAINS Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical Development
PRESCHOOLER DOMAINS Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor and Physical Development
		Literacy	Scientific Reasoning	

IN WHAT FORMATS CAN PBC BE PROVIDED?

PBC can be implemented in different delivery formats. Coaches can be experts; peers; or the teachers, home visitors, or family child care providers themselves. Programs can deliver coaching on-site or from a distance using technology, and they can also deliver coaching in multiple formats. For example, an expert might view a video-recorded activity that was uploaded to the Head Start Coaching Companion and then arrange for a face-to-face debriefing meeting. We show these options in the following table. We also refer to a specific model of delivering PBC called Together Learning & Collaborating (TLC), which incorporates expert, reciprocal peer, and self-coaching in a well-defined process. The HSPPS require a program to identify education staff who would benefit most from intensive coaching. If a program is using PBC, only expert and TLC delivery formats of PBC are delivered by a coach and/or TLC facilitator with a bachelor's degree in early childhood or a related field meet the requirement for intensive coaching. For further information about the HSPPS and intensive coaching, see Appendix I. Further description of these PBC delivery formats is provided in the Learn More: Different Coaching Formats text box on page 13. For further information on determining which coaching delivery formats work best for your program, read Practice-Based Coaching Delivery Options: Determining What Works for Your Program (see Appendix II).

OPTIONS FOR DELIVERING PRACTICE-BASED COACHING

	COACH		
	EXPERT	PEER	SELF
ON-SITE	Expert comes into the learning environment to observe an activity. Expert meets with education staff to provide feedback on effective practices. Education staff meet in work group with facilitator/coach to discuss their practice.	Peer comes into the learning environment to watch an activity. Peers meet to reflect on observations and provide feedback to each other.	Education staff uses self-guided materials to structure an observation of his or her teaching practices, including videotaping while teaching. Education staff examines data on effective practices to evaluate progress.
DISTANCE	Expert watches video of activity that the coachee uploaded. Expert uploads written feedback to shared website and conducts a conference call to provide specific prompts for reflection.	Peer reviews a video that the other peer has posted to a discussion board. Peers arrange a time to discuss observation via Skype.	Education staff uses online tutorial to plan an activity to videotape. Education staff records experiences using a structured online self- coaching tool.

WHAT ARE COLLABORATIVE COACHING PARTNERSHIPS?

PBC occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and coachee, group facilitator and coachees, or peers that provide a safe space for coachees to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. Coaching is neither evaluative nor judgmental. PBC is a supportive way to help adults grow professionally.

HOW IS EACH COMPONENT OF PBC IMPLEMENTED?

Each component of the PBC model is described in the following table. Taken together, all components help a coachee achieve the desired outcomes for improvement or refinement of effective practices. A summary of the processes involved in each component is provided in the table below.

PRACTICE-BASED COACHING COMPONENTS AT A GLANCE

COMPONENT 1: SHARED GOALS AND ACTION PLANNING	COMPONENT 2: FOCUSED OBSERVATIONS	COMPONENT 3: REFLECTION AND FEEDBACK
Assess needs. Set goals for coaching. Create an action plan to guide coaching. Review and update goals and action plan throughout coaching partnership.	Gather information through observation. Record information about the observation. Use support strategies to learn more about the practice or to improve or refine effective practices (coach models or prompts).	Discuss and reflect on observation and progress. Share and consider feedback. Use support strategies to learn more about the practice or to improve or refine teaching practices (problem- solving conversations, creating materials, etc.).

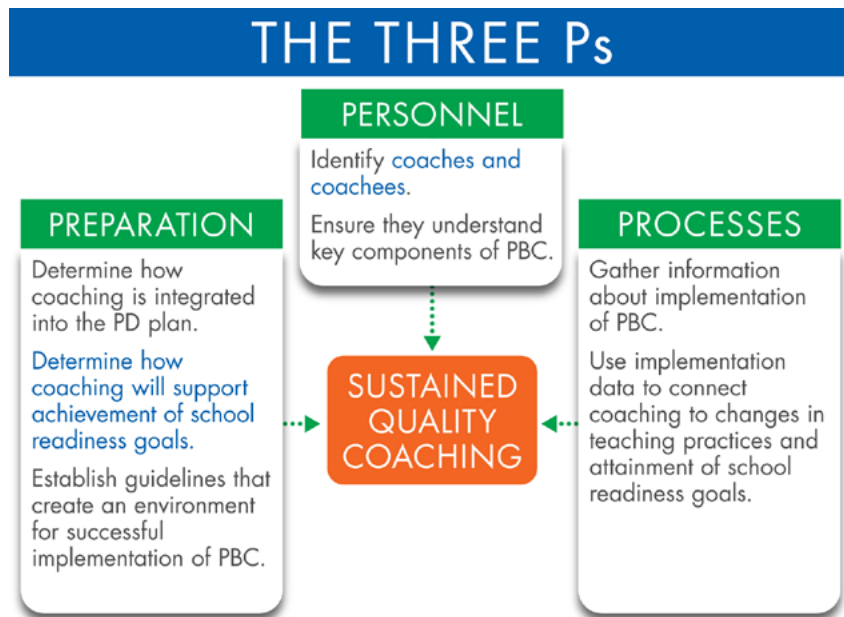## IS PBC EFFECTIVE FOR IMPROVING USE OF EFFECTIVE PRACTICES?

Studies that used components of PBC have linked coaching to a range of positive outcomes for coachees, including implementation of desired effective practices, behavior support practices, or curricula; implementation of practices with fidelity; changes in teacher–child/home visitor–family interactions; and self–reported changes in knowledge, skills, and attitudes about teaching and home visiting practices.

In addition to changes in practice, studies that used components of PBC were associated with positive child outcomes, including increased participation and engagement; increased social skills and fewer challenging behaviors; increased literacy and language; and increased skills associated with the HSELOF domains Logic and Reasoning and Approaches to Learning.

For further information on the PBC model, please refer to the Practice-Based Coaching document and "What Do We Know About Coaching?" in the Supporting Materials.

THE THREE Ps OF SUCCESSFUL COACHING LEADERSHIP

Program administrators must support coaching for it to be successful and sustained. This section will introduce you to the "Three Ps" necessary for successful and sustained PBC: preparation, personnel, and processes.

THE THREE Ps

PERSONNEL
Identify coaches and coachees.

Ensure they understand key components of PBC.

PREPARATION
Determine how coaching is integrated into the PD plan.

Determine how coaching will support achievement of school readiness goals.

Establish guidelines that create an environment for successful implementation of PBC.

SUSTAINED QUALITY COACHING

PROCESSES
Gather information about implementation of PBC.

Use implementation data to connect coaching to changes in teaching practices and attainment of school readiness goals.

The Three Ps communicate the importance of coaching to leaders, staff, and community stakeholders. All three elements— preparation, personnel, and processes—are critical features of successful coaching programs. To help you learn about the Three Ps, we provide the following supports in this guide:

	Learn More: Information to increase understanding or provide resources about the Three Ps of Practice-Based Coaching
	Apply It to Your Program: Information about resources that provide support for applying the Three Ps in your Head Start program.
	Implementation Science Connections: For each of the Three Ps, tables provide an overview of possible activities within each stage of implementation.
	Management System Pointers: In these sections, you will find references to sections of the Practice-Based Coaching Systems Implications and Guiding Questions (see Appendix III) to consider as you plan, implement, and evaluate PBC.

PREPARATION

Preparing a program for PBC includes creating a professional development (PD) plan that includes stakeholders in decision making about implementation of PBC and establishes guidelines for the implementation of PBC to ensure that coaching allows for and is focused on improving practice.

Identifying a PBC Implementation Team is one of the first steps toward using PBC as a part of the coordinated approach to professional development. PBC Implementation Teams work together toward a common goal of developing a practical and effective plan for implementing PBC. The PBC Implementation Teams are also vital to the successful implementation of that plan. PBC Implementation Teams should include, at a minimum, a program leader who can approve decisions made by the team, a coach representative, a coachee representative (e.g., home visitor, classroom teacher, family child care provider), and a site supervisor. The team may include other representatives that your program deems necessary to the planning process. For example, if coaching is provided to home visitors, you may want to include a family representative; if coaching is going to focus on practices to support individualization, you may want to include a disabilities coordinator.

No matter who your team comprises, teams should plan to meet regularly during the planning and implementation of PBC. The purpose of the team is to guide the implementation of PBC, monitor data on the implementation and outcomes of PBC, and identify and enact modifications to the coaching plan based on the data collected. For examples of Implementation Team members from a fictional program, see the BEACON example below. Involving stakeholders—the Governing Body and Policy Council, program leaders, teachers, home visitors, family child care providers, families, and community—in determining the goals, design, and allocation of resources is also an important step in developing a sustainable coaching program.

BEACON'S IMPLEMENTATION TEAM

- Gloria Lopez - Executive Director
- Nicole Shimer - Director of Program Operations
- Vicki York - Curriculum Specialist
- Kylie Drummond - Senior Teacher
- Alex Bravo - Home Visitor
- Felicia Grant - Child Development Specialist
- Tom Reynolds - Center Director

When preparing your program for PBC, consider the following questions:

- Have we identified our PBC Implementation Team?
- How will we foster a culture of coaching in our program?
- How does PBC fit into the coordinated approach to PD?
- How can the program involve stakeholders in determining the PD plan and implementation of PBC?
- How will coaching be delivered? How will staff be identified for intensive coaching? How will staff not receiving intensive coaching be supported?
- What guidelines support successful implementation of PBC?

- For additional information about program planning cycles, refer to the National Center on Program Management and Fiscal Operations document, Program Planning in Head Start: The Program Planning Cycle (*https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/planning-cycle-handout-from-compliance.pdf*).

During program wide planning of the coordinated approach to PD, it is important to be explicit about the connections among larger PD goals, the practices that staff use with children and families, and the identified child outcomes (school readiness goals) with all stakeholders. For example, a program who identified the school readiness goals, "Children will use and comprehend increasingly complex and varied vocabulary" and "Children can identify and discriminate sounds within words as separate from the word itself" might adopt a literacy curriculum that addresses these skills in daily classroom activities and identify a curriculum or resources for home visitors to support literacy through interactions with families. The PD to support these school readiness goals could include workshop training in the curriculum to increase staff knowledge and awareness of the literacy practices and coaching coachees' implementation of the curriculum in the classroom and home visitors' support of literacy practices in the home.

RESEARCH-BASED COORDINATED COACHING STRATEGY

A research-based coordinated coaching strategy (RBCCS) is one component of a coordinated approach to PD. See Appendix I for the HSPPS related to an RBCCS. Within an RBCCS, education staff may receive coaching in a variety of delivery methods and with different levels of intensity, depending on the individual staff member's needs. Programs need to determine who will receive intensive coaching and what PD supports, possibly including other non-intensive coaching, that other staff will receive. See the table below for descriptions of types of coaching delivery methods. Currently, only expert coaching and TLCs delivery formats of PBC are considered intensive by the Office of Head Start.

PBC can involve expert, peer, or self-coaches. The following table provides additional information about the characteristics of coaches in expert, peer, and self-coaching. It is important to remember that there are likely already staff in your program who are qualified to serve as coaches. The information in this guide can help the Implementation Team and administrators think about ways to prepare them for the important role of coaching.

LEARN MORE

DIFFERENT COACHING FORMATS

Below are descriptions of general delivery methods that vary by the person who serves as the coach (expert, peer, or self). Additionally, we describe the TLC Process, which incorporates expert, peer, and self-coaching.

	WHO SERVES AS THE COACH?	HOW IS THE COACH TRAINED?	HOW ARE SUPPORTS PROVIDED TO THE COACH?
EXPERT	A person who has both knowledge of early childhood practices and adult learning principles. The coach is considered an expert on coaching content and how to best support the education staff in learning these practices.	The coach receives training in PBC components and how to support a coachee in enhancing effective practices or learning new practices.	The coach is a part of a community of coaches who meet regularly in person, by phone, or through video conferencing to discuss successes and troubleshoot concerns. The coach also receives support from an expert coach who completes a similar coaching cycle with the coach.
RECIPROCAL PEER	Peers observe and coach each other to jointly improve implementation of targeted practices.	Reciprocal peer coaches learn instructional and coaching techniques together in a training context. They are provided with materials to guide their observations, engage in reflection and feedback, and develop action plan goals.	Coachees who engage in reciprocal peer coaching participate in a training event on targeted content or practices. They are supported by an expert coach who guides them in the focus of coaching and is available to the reciprocal peer coach pair for feedback and problem solving. The expert coach meets with the reciprocal peer coaching pair periodically to assess their progress and provide support.
SELF	The education staff serves as his or her own coach.	Education staff using self- coaching are guided through the PBC self-coaching cycle by an expert coach over three to four introductory sessions. The trained facilitator or expert coach might be a local administrator, program manager, or curriculum specialist.	Education staff engaging in self-coaching should meet as a group with the expert coach regularly (for example, once a month) to discuss and debrief about how the self-coaching process is working. Education staff can share ideas and give each other suggestions and feedback. Regular meetings help keep everyone engaged in the self-coaching cycle. The meetings can be held face-to-face or can occur virtually.
TOGETHER LEARNING & COLLABORATING (TLC) GROUPS	In TLC groups, an expert coach serves as the group facilitator for a community of peers who meet every other week to learn about, plan, implement, see, and reflect on specific teaching or home visiting practices. The participants in the group serve as peer coaches for each other, and the individual participants self-coach as part of the TLC process.	Facilitators participate in a 2-day training on implementing the TLC process with groups of 6–8 education staff.	The TLC facilitator receives ongoing support from another TLC facilitator and/or expert coach, via webinars, phone calls, or face-to-face visits throughout the process.
			The facilitator is a part of a community of facilitators and/or coaches who meet regularly in person, by phone, or through video conferencing to discuss.

LEARN MORE

COMPONENTS OF PRACTICE-BASED COACHING FOR EACH FORMAT

Below are descriptions of how the components of PBC are applied in delivery methods that vary by the person serving as coach. Additionally, we show how the components are applied to the TLC process.

	HOW ARE ACTION PLANNING AND GOAL SETTING CONDUCTED?	HOW IS A FOCUSED OBSERVATION CONDUCTED?	HOW ARE REFLECTION AND FEEDBACK CONDUCTED?
EXPERT	Needs assessment and other data are collected to determine the coachee's strengths and needs. Coach and coachee meet on-site or via distance methods to determine the goal and steps of the action plan.	The coach and coachee agree on a time and activity for the observation to be conducted. The coach observes the coachee either on-site or through video while focusing on the action plan goal and steps and considering the reflection and feedback that will come from the observation.	The coach and coachee meet to discuss the focused observation and progress toward the action plan goal.
RECIPROCAL PEER	Education staff identify the action plan goals that are the focus of reciprocal peer coaching. Education staff might use a self-evaluation checklist or inventory or use data collected by others to determine implementation action goals. Reciprocal peers conduct a meeting during which both identify their goals for each other.	Education staff schedule time to watch each other in their learning environments. This is scheduled during the time when they will be working on action plan goal implementation. Video might also be used for observation by having them video record themselves and then exchange their videos.	Education staff meet together to review their observations and provide feedback to their colleague. This is often a structured process so that each person has a rubric to follow. During debriefing sessions, each person shares observation reflections and provides feedback for improving or enhancing practice implementation.
SELF	Education staff use previously completed classroom/teaching/home visiting assessments or complete a self-assessment to identify priority teaching or home visiting practices, identify a goal, and write an action plan for self-coaching.	As part of action planning, education staff identify which teaching or home visiting practices they want to observe and how they want to observe them. For example, they might use a video camera, ask a co-teacher or teaching assistant to record information about practice implementation, or use other self-observation methods.	Education staff engage in a three-step process. First, they self-reflect about practice implementation, using information from the observation. Second, they self-evaluate practice implementation, also using information from the observation. Third, they provide self-feedback that highlights both what went well and what they might change about practice implementation. They then decide whether to continue, revise, or update their action plans for the next self-coaching cycle.
TLCS	During the group meeting, information is provided by the facilitator on specific teaching or home visiting practices. Group members then choose individual goals and develop written action plans for achieving these goals.	TLC group participants video record themselves implementing their action plan practices, and education staff review their own recordings before group meetings. At each TLC group meeting, someone shares a clip from his or her video to discuss.	Participants provide each other with feedback during TLC meetings. Participants self-reflect on their own video recordings and document their observations on action plan forms. Facilitators meet with participants periodically (on a rotating basis) to provide feedback and support.

INTENSIVE COACHING

The HSPPS regarding an RBCCS include requirements for providing intensive coaching for education staff who would benefit most. See Appendix I for the HSPPS related to intensive coaching. Intensive coaching is not for every staff member. Programs are not expected to have the capacity to coach everyone intensively on everything related to program goals. Therefore, as a program, you need to identify the focus for PD that includes coaching as well as how you will assess staff strengths and needs to identify coachees to participate in intensive coaching. Intensive coaching should be viewed as a support for those who would benefit most, rather than a punishment for those staff identified solely based on low scores or other performance measures.

Programs may identify the need for intensive coaching at different levels. For example, you may identify that certain clusters or centers need additional support because your data show that a center or cluster has mostly new staff; or a center might serve a transient population, and the staff need support to handle the constant changes when implementing practices. A program's data may indicate that there are new home visitors who need strategies for planning with families and implementing group socializations. A program may identify a need by reviewing child or family-level data. For example, you may see that certain classrooms have much lower scores on child measures (e.g., Teaching Strategies Gold) related to the area of focus for the RBBCS or that families in one community who are served by the same cluster of home visitors have recently experienced a community-wide traumatic event (e.g., tornado damage). Programs might identify education staff to receive intensive coaching that are having challenges implementing the specific practices identified as the focus for coaching. Programs might also choose staff for intensive coaching because of motivation. Staff members might volunteer or apply to participate in coaching. A program might decide that those who volunteer or apply will benefit most as the program is piloting coaching or building a culture of coaching. Coachees who are motivated to participate in coaching can support the positive messaging that builds the culture of coaching.

According to the HSPPS, intensive coaching must be delivered by a coach with at least a bachelor's degree in early childhood or a related field. Additionally, if a program is using PBC for intensive coaching, only the delivery methods of expert coaching and TLCs meet the criteria for intensive coaching. If a program is using TLCs for intensive coaching, the TLCs must be delivered as detailed in the TLC training materials. For further information about TLCs and expert coaching, please see Supporting Materials.

	POSSIBLE QUESTIONS
GOALS OF THE COACHING PROGRAM	What do data on practices indicate about areas of need for PD?
	What do child or family data indicate about areas of need for PD?
	How can our current PD program be supported through coaching?
DESIGN OF THE COACHING PROGRAM	What will our coordinated coaching strategy include?
	How will coaching be structured for staff receiving intensive coaching? Receiving coaching or other PD that is not intensive?
	What delivery format will work best for our program, education staff, and coaches (on-site vs. distance delivery of coaching)?
	What type of coaching partner format will work best for our program options, education staff, and coaches (expert, reciprocal peer, self)?
ALLOCATION OF RESOURCES FOR COACHING	How can we reallocate funds or people to support coaching?
	How can we use current training and technical assistance funds to allow for coaching?
	What additional money can we obtain to support coaching (e.g., grants, collaborations, partnerships, in-kind money)?

APPLY IT TO YOUR PROGRAM

STEPS TO IMPLEMENTING PRACTICE-BASED COACHING

	STEP	EXAMPLE
1	Identify program goal focused on school readiness.	Children will display levels of attention, emotion, and behavior in the classroom that are appropriate to the situation and supports available.
2	Identify effective practices that support achievement of this goal.	Education staff will engage in caring and responsive interactions with children. Education staff will teach specific social skills and emotional skills.
3	Assess current level of education staffs' use of practices across sites/centers.	Programs will review existing data on education staff across sites/centers (Classroom Assessment Scoring System [CLASS] scores, Home Visitor Rating Scales [HOVRS] data, supervisor observation notes) and collect other data as needed.
4	Identify level of support needed for education staff across sites/centers.	Education staff will know more about these practices and receive support to use practices in the classroom. For example, six experienced teachers will need some in-classroom support, and seven newer teachers will need intensive in-classroom support. Teachers will participate in on-site live expert coaching or TLCs to support implementation of the effective practices.
5	Identify personnel and resources for PD, including coaching (be creative).	Two curriculum specialists most aligned with this area will attend coach training and participate in an online course about supporting children's social–emotional skills. One specialist is assigned to five newer teachers to provide individual coaching every other week. The other specialist will provide individual coaching to the remaining two new teachers. In addition, she will facilitate a TLC group of 6–8 more experienced teachers.

GUIDELINES FOR IMPLEMENTATION OF PRACTICE-BASED COACHING

For PBC to be implemented well and sustained, programs must establish guidelines that make the coaching process clear and consistent for education staff and coaches. These guidelines should foster a culture a coaching, protect the confidentiality of education staff and coaches, provide the time needed for coaching, and establish supports to implement coaching.

CULTURE OF COACHING

A culture of coaching means that all education staff are supported to use the skills they need through PD, including coaching, as needed. When there is a culture of coaching, coaching is not seen as a punishment for staff who are not competent or successful in their job but rather a support to grow as an educator.

PD and coaching are a parallel process to the way we support children and families by individualizing our approach. Each person receives the individual support they need on the skills for which they need support. For example, a coachee may receive coaching on supporting literacy development, but may not need support with making connections with children and families (i.e., social-emotional support practices). Another coachee may be really skilled at assessing children but need support with how to make those meaningful connections. Some home visitors may need support with providing in-the-moment feedback to parents, while others may need support in finding and providing appropriate resources. Coaching allows for this individualizing to ensure that PD is meaningful for the recipient, similarly to how we tailor our interactions with children to be most beneficial to their individual needs.

CULTURE OF COACHING: COACHING AS A SAFE PLACE

When there is a culture of coaching within a program, staff see coaching as a safe place to try new ideas and ask for help. Coaching provides the perfect context for professional growth where education staff are comfortable asking questions, trying new teaching and home visiting practices, reflecting on their own practice and sharing these reflections, and receiving feedback.

LEARN MORE

COACHING AS A SAFE PLACE

Before coaching, coaches need time to observe and meet with coachees to establish the collaborative coaching partnership. The initial meeting between the coach and coachee should include the following:

- The education staff's and coach's goals for the coaching partnership
- Education staff preferences for how coaching will be delivered, such as how the coach will provide support (cueing during the observation, during the feedback session, through video reflection, etc.)
- A plan for the coach's role in the classroom or on home visits (interactions with children or parents and children, times for visits, supporting the teacher before, during, and after observations)
- A disclosure of confidentiality, including how and when information will be shared with supervisors or used for supervision

Coaching is not a safe place when it is tied to performance evaluation. It is important for administrators to make the distinction between coaching and evaluation. Begin by thinking about the purposes of these two activities. The purpose of PBC is to help education staff use or refine effective teaching and home visiting practices. Although effective teaching or home visiting practice may be a part of evaluation procedures, evaluation also serves as part of ongoing monitoring and compliance. A supervisor's role is to ensure that all staff members comply with Head Start regulations. This role, by necessity, may involve performance appraisals, disciplinary actions, and hiring decisions. It can be difficult for staff to take risks when their job performance is being evaluated. Therefore, the coaching relationship should be nonevaluative and distinct from the traditional supervisor–staff relationship that inherently involves evaluation.

The guidelines that administrators put in place can help set the tone for a nonevaluative coaching relationship. In some cases, supervisors will also serve as coaches. When supervisors are coaches, it is important that:

- The roles of coach and supervisor are clearly defined and established.
  - If the supervisor–coach is visiting a coachee to support the implementation of action plan steps that were established as part of the coaching program, it should be clear to both the coachee and coach that the staff's actions during that meeting or observation would not be used for evaluation purposes (such as to assess compliance with Head Start requirements).
- Coachees understand how and when data will be used. Data might be used for coaching or to evaluate the impact of coaching on changes in teaching or home visiting practices.
  - Data collected at the beginning of the year, such as information on instructional interactions, may be used for both a starting point for coaching and for tracking progress over the year. However, data taken during a coach's observation are used only to provide feedback on the coachee's progress toward action plan goals.

APPLY IT TO YOUR PROGRAM

SAMPLE LANGUAGE FOR GUIDELINES THAT DISTINGUISHES COACHING FROM SUPERVISION

We expect all children to leave Head Start ready for kindergarten. Supervisors and coaches help us achieve that goal. The supervisor monitors our classrooms and home visits to make sure we are in compliance with Head Start guidelines and agency policy and procedures. As part of ongoing monitoring, the supervisor will make a number of visits to a teacher's classroom or accompany home visitors on visits with families. These visits will be announced or unannounced, as per agency guidelines. The supervisor will review records, timesheets, and paperwork to ensure compliance. The supervisor and teacher will discuss visits afterward, and the teacher will receive the results of these performance reviews in writing.

Another important job is to support the education staff's work with children through coaching. To do this, the coach and teacher will work together to set goals, monitor progress, and assess outcomes. The coach and teacher meet as needed, and the coach will spend time observing the teacher. These coaching experiences will always be scheduled with the teacher in advance. What a teacher does during coaching visits and meetings will not negatively influence his or her performance review.

The goal during coaching is to reflect, discuss, and try new things. If something doesn't go well, the teacher and coach will talk about it and brainstorm ways to make it better. If during coaching visits, the coach sees an issue that needs to be addressed right away (health and safety concerns), the coach must meet his or her professional obligations by filing a report. The teacher and coach will talk about the problem immediately, and the coach will do his or her best to make sure the response is transparent and clear to the teacher.

CULTURE OF COACHING: REASONABLE CASELOADS

Coaching requires a time commitment from both the coach and the coachee. How many coachees can one coach support? That answer will vary depending on the needs and characteristics of the coachees and coach, including the following:

- The intensity of the coaching provided
- Type of coaching partners (expert, reciprocal peer, self, TLCs)
- Time for building the collaborative coaching partnership between the coach and coachee
- Type of observation and meeting (video recording or on-site)
- Travel time by the coach
- Level of need of the coachees
- Schedules and coachee availability for observation and feedback meetings
- Shift in other duties or release from other duties for the coachee or coach
- Planning and reflection time for the coachee

Coaching caseloads are also affected by the structure of the coaching delivery. Some variations in coaching structures include the following:

- An on-site coach who serves all the teachers, family child care providers, or home visitors
- One coach who serves multiple centers or sites
- Several coaches who serve multiple centers or sites
- An expert coach who supports multiple reciprocal peer coach pairs and provides individual expert coaching to selected coachees
- A coach who serves as a facilitator for multiple TLC groups within a program

Coach allocations will depend on the size of the program, its needs, and its budget. The amount of time spent observing and providing feedback to coachees and the frequency of these supports should be based on the needs of each coachee rather than a fixed schedule. Thus, the number of coachees a coach can support is based on the needs of the individual coachees rather than a predetermined caseload. Guidelines should be developed regarding how the caseloads will initially be determined and how the caseloads will be revisited regularly to determine whether coachees are receiving the planned amount of coaching.

LEARN MORE

Most of the research on Practice-Based Coaching has followed an on-site expert coaching model.

- A coach observes an individual coachee for 30 minutes to one hour each week.
- The coach also spends an additional 30 to 45 minutes per week on debriefing, follow-up, and preparations for coaching interactions.
- The coach spends 30 to 60 minutes per week on travel and preparation time.

If you follow this model, plan for each coach to need about two to three hours per week per teacher for all aspects of coaching. With planning and travel time, this means a full-time, on-site coach might reasonably accommodate up to eight teachers in this type of coaching model. This will vary based on the content being coached- the coachees' needs, the programs' resources, etc.

FINDING THE TIME

Time is one of our most valuable coaching resources. The research shows clearly that for coaching to be effective, it requires time on the part of both the coach and the coachee. This time commitment will vary based on the PBC delivery method and the needs of the coachee. It will depend on the following:

- The intensity of the coaching provided to the education staff
  - Staff receiving intensive coaching will participate in coaching more often and consistently over time compared with staff who are receiving less intensive coaching.
- The types of skills the coachee is learning
  - More time for coaching may be necessary for a coachee who is learning a new or difficult skill than for a coachee who is fine-tuning teaching or home visiting practices.
- The level of need of the children or families in the learning environment
  - A classroom that has a child who presents persistent and severe challenging behaviors may need more intensive support from a coach.
- The delivery format(s) used
  - When using an on-site, expert coaching model, the estimated time needed per coachee is 2-3 hours per week, as noted in the Learn More box above.
  - When using TLCs, facilitators and coaches generally spend 12–15 hours a month preparing for group sessions, leading the group TLC process, and conducting individual meetings.

In addition to planning time for coaches to conduct observations and meet with coachees, it will be important to allocate time for coaches to prepare for these observations and meetings. The coach will need to:

- Prepare for and reflect on observations;
- Prepare for debriefing meetings;
- Complete a coaching log documenting discussions and thoughts for future supports that the coachee may need; and
- Assist the coachee in creating needed materials for implementing his or her action plan goals.

Without this time, coaches may become overwhelmed and frustrated, making it challenging to deliver the purposeful, individualized, and targeted feedback that is needed to change coachee behavior.

Time for coaching needs to be built into a coachee's schedule. Coachees need time for:

- Meeting with coaches through on-site or web-based means for expert or reciprocal peer coaching;
- Viewing videos;
- Reflecting on their practices; and
- Exploring resources and materials for learning more about effective practices.

ESTIMATED TIME FOR EACH COACHING METHOD

Bar chart. Y-axis: Estimated hours per month per person or group (TLCs), scale 0 to 16. X-axis: Coaching Format. Legend: Coach/Facilitator (blue), Coachee (red).
- Self Coaching: Coachee 8
- Reciprocal Peer Coaching: Coachee 8
- Expert Coaching: Coach/Facilitator 14, Coachee 6
- TLC Group: Coach/Facilitator 14, Coachee 6

APPLY IT TO YOUR PROGRAM

SUGGESTIONS FOR REDUCING THE AMOUNT OF TIME REQUIRED FOR COACHING

- Reconsider the coordinated coaching strategy so that only those coachees who would benefit most receive intensive coaching and other staff receive less intensive coaching or other forms of PD.
- Implement an alternative coach partner delivery method, such as reciprocal peer coaching, self-coaching, or TLCs.
- Group together education staff who are working on similar goals or in close geographic proximity (reducing preparation and meeting time).
- Meet individually on a less frequent basis.
- Meet in small groups to discuss progress, share resources, and offer support. Use email to deliver feedback (reducing time needed to meet on-site).
- Observe via video recording (reducing time needed to observe on-site and travel).
- Use the Head Start Coaching Companion, an online tool for developing coaching plans and sharing videos and other resources, to support PBC implementation.

At times, additional personnel may be needed to support coaching. For example, during on-site coaching sessions, floating substitute teachers or assistants can provide support in the classroom so that the coach and coachee can work with individuals or small groups of children, the coach can demonstrate for the coachee, or the coach and coachee can meet to discuss observations. In distance models, additional personnel can support coachees by video recording for focused observations.

APPLY IT TO YOUR PROGRAM

HOW CAN PROGRAMS ALLOCATE ADDITIONAL PERSONNEL? SOME SUGGESTIONS FROM THE FIELD:

- Reorganize how personnel are allocated.
- Use grant money to fund additional personnel.
- Assess how funds are being spent.
- Use multiple streams of funding.
- Use technical assistance dollars to fund coaches, consultants, and/or coaching activities.
- Shift current personnel to support coaching.
- Use administrators and managers as coaches.
- Combine staff roles, such as transportation aides as classroom supports during coaching.
- Train parents, college students, or community volunteers (retired education staff) to provide support during coaching.
- Re-assign personnel to centers or classrooms based on priority of coaching.
- Work with local partners (e.g., public schools) to combine resources to fund coaching.

MANAGEMENT SYSTEMS POINTERS

MANAGEMENT SYSTEMS POINTERS: PREPARATION FOR PBC

What other management systems in addition to Training and Professional Development will be involved in planning and implementing PBC?

COMMUNICATION

- How will we get input from and communicate to stakeholders?

TECHNOLOGY

- What technology is needed to support PBC Implementation?
- HSCC, how will we train staff?

FISCAL MANAGEMENT

- What resources are available?

Review the Practice-Based Coaching Systems Implications and Guiding Questions (see Appendix III) to explore questions related to preparation.

IMPLEMENTATION SCIENCE CONNECTIONS

3 Ps	MANAGEMENT SYSTEMS	POSSIBLE EXPLORATION ACTIVITIES	POSSIBLE INSTALLATION ACTIVITIES	POSSIBLE INITIAL IMPLEMENTATION ACTIVITIES	POSSIBLE FULL IMPLEMENTATION ACTIVITIES
PREPARATION	Program Planning & Service System Design	▪ Select delivery model. Develop program-wide goal. ▪ Assess current resources. ▪ Identify potential gaps and plans to address them.	▪ Develop a detailed PBC implementation plan. ▪ Develop a plan for monitoring and evaluating. ▪ Develop a coaching schedule. ▪ Schedule additional time for education staff planning activities.	▪ Engage with the Governing Body (GB) and Policy Council (PC). ▪ Make adaptations as needed to accommodate coaching needs.	▪ Assess whether the program will continue with PBC. If yes, ▪ Revisit/ revise PBC plan, job descriptions, coaching schedule, and other activities. ▪ Revise budget to reflect changes. If no, ▪ Identify other PD/ coaching approaches to support staff in meeting program goals. ▪ Revise budget to reflect other PD/ coaching approaches.
	Fiscal Management	▪ Revise budget for the Governing Body (GB) and Policy Council (PC) and regional office approval or develop plan to raise additional funds or re-allocate existing funds.	▪ Set up systems for approving and tracking PBC costs.	▪ Track PBC expenditures. ▪ Calculate overall cost of PBC.	
	Facilities and Learning Environment	▪ Assess whether the current facilities are sufficient.	▪ Identify and prepare space for coaching meetings.	▪ Track use and adequacy of facilities and equipment.	
	Technology and Information Systems		▪ Purchase video cameras and equipment.		
	Community and Self-Assessment			▪ Review data and recommendations of the self-assessment (SA) team.	

PERSONNEL

In the previous section, we discussed how to determine the goals of coaching and how they will fit within your PD plan. With those important decisions made, it is important to think about the needs of the personnel who will be participating in coaching. Program leaders should identify coaches, provide PD for those coaches, and prepare staff for the coaching experience. Preparing personnel is an important step toward successful and sustainable PBC.

When preparing personnel for PBC, consider the following questions:

- Who can be coaches?
- What do coaches need to be prepared for PBC?
- How will ongoing support be provided to coaches?
- Who will receive intensive coaching? Who will receive other forms of non-intensive coaching?
- What do staff need to prepare for PBC?.

PREPARING COACHES: SELECTING AND TRAINING EXPERT COACHES

PBC is always conducted within the context of a collaborative partnership between the coach and coachee. In an expert coaching model, it is essential that coaches have strong interpersonal skills and experience working with young children. Although there are no specific guidelines for selecting effective expert coaches, it may be beneficial to look for the following characteristics:

- Successful experience working with young children and in the coachee's setting (e.g., classroom, home, family child care)—it helps if coaches have "been there." This provides credibility and helps the coach provide resources and support.
- Extensive knowledge of the curriculum or practices about which they will be coaching. It is also helpful for the coach to be able to demonstrate effective practices and ways to achieve nurturing, responsive, and effective interactions and engaging environments.
- Understanding of adult learning principles and collaborative teaming.
- Experience with the policies, procedures, and workplace culture of the center or program. A program should develop a core set of coaching skills that a high-quality expert coach would need to possess. Establishing competencies will guide the hiring and training of coaches.

LEARN MORE

Some examples of coaching competencies are as follows:

- Ability to collaborate with coachees to determine needs and goals for their individual learning environments
- Ability to facilitate coachee learning through supportive and constructive feedback
- Ability to obtain and analyze data to determine the progress and needs of education staff across all program options
- Ability to communicate effectively with stakeholders, the Governing Body and Policy Council, program leaders, education staff, staff, families, and community
- Ability to seek assistance from other professionals (community of coaches or supervisors) as needed
- Ability to provide and receive feedback appropriately to support learning
- Other examples of coach competencies can be found at: Coaching Competencies for Colorado Early Childhood Education *http://www.cocoaches.net/Coaching_Competencies.html*

The PBC Implementation Team should also have a plan for training coaches in both the practices they will be coaching on and how to implement PBC. For example, the coaches may first attend trainings offered by the publisher on the curriculum they will be supporting and then participate in a regional PBC training.

Among the coaching procedures and skills that may be included in a coach training are:

- Adult learning principles
- Methods for supporting coachees' implementation of effective practices
- Administrative tasks, such as completing required paperwork; this may include reports of coaching procedures, documentation of time spent in coaching activities, or other management tasks
- Use of the Head Start Coaching Companion, an online tool for developing coaching plans and sharing videos and other resources, to support the implementation of PBC.

APPLY IT TO YOUR PROGRAM

COACH TRAINING TOPICS

COACH TRAINING TOPICS	COMPONENTS	WHY IS THIS IMPORTANT?	COACH TRAINING EXAMPLES
Adult learning principles	Principles such as building on previous knowledge and skills and providing authentic problem-solving learning opportunities.	Coaches may come from an early childhood background and may not be aware of the best methods for teaching and training adults who learn differently from children.	A Head Start program organizes monthly "reading groups" for coaches. Coaches read and discuss articles and books on organizational behavior, team building, motivation, and adult learning.
PBC strategies	Coach-specific activities such as developing the collaborative coaching partnership; developing goals and action plans with coachees; conducting focused observations, including collecting data; and reflecting with and providing supportive and constructive feedback to staff.	Coaches need instruction on the best ways to support improvement of effective practices and how to communicate effectively with coachees.	An experienced coach observes a protégé coach working with a coachee. The experienced coach and protégé coach talk about the observation and develop a plan for refining the protégé's use of reflective, open-ended questions.
Programmatic paperwork	Action plan forms or coaching logs that are used program wide.	Paperwork may be used to track progress of coaches and coachees, determine effectiveness of the coaching program and determine needs for coaching.	A program leader provides orientation for program record keeping and provides the templates a coach will use to track hours and resources used.
Content to be coached	Curricula, teaching practices, assessment tools, and other instructional practices that coachees will use in the classroom, in the family child care homes, or during home visits or socializations.	Coaches need to understand quality teaching and learning. They must understand developmentally appropriate practice and be able to communicate about school readiness goals, child outcomes, and practices that promote child learning. They must be able to recognize, talk about, model, and provide feedback on teaching and home visiting practices.	A coach attends the program-wide curriculum training and is present at all PD events required of coaches. A coach has experience and success with the program's curriculum and provides support to new coachees.
Head Start Coaching Companion (HSCC) use	HSCC use by Education staff and coaches	If programs choose to use the HSCC to support coaching, coaches need to be trained in how to use the tool.	Coaches may attend an HSCC webinar for additional technical support about the tool.

PROVIDING ONGOING SUPPORT TO COACHES

In addition to the training described in the previous table, coaches may also need support to handle difficult coaching situations, such as reluctant teachers or home visitors, challenging child behaviors, and addressing difficult topics through supportive and constructive feedback.

This support could be provided in a variety of ways, including through peer support or coaching communities, supervision or coaching by an expert coach, or a combination of the two.

PREPARING COACHEES

Coachees should be prepared for PBC through training that includes an introduction to the coaching process and training in any skills specific to it. Before coaching begins, coachees should be given an overview of the goals of coaching and the difference between coaching and supervision. Coachees also need to be aware of how coaching will be delivered. They should also be trained in any skills needed to interact with the coach, any equipment or documentation that will be used in the coaching process, and their roles and responsibilities in the coaching process. Coachees may also be provided with PD to increase awareness or knowledge of effective practices before coaching, or this may be provided by during the coaching process.

LEARN MORE

WHO PARTICIPATES IN COACHING

For a discussion on choosing education staff to participate in coaching, read Practice-Based Coaching Delivery Options: Determining What Works for Your Program (see Appendix II).

APPLY IT TO YOUR PROGRAM

One way to ensure that coaches and coachees are aware of their roles and responsibilities in the coaching partnership is to have the coach/coachee team complete a coaching agreement. Here are sample coaching agreement excerpts:

SAMPLE COACHING AGREEMENT: COACH

I, as the Coach, agree to:

- Support the coachee to assess his/her strengths and needs in effective instructional practices.
- Develop an individualized plan with the coachee that includes goals related to improving school readiness outcomes for all children. The plan will include steps for achieving goals and the coach's and coachee's responsibilities related to each step.
- Schedule, plan, and facilitate on-site visits and coaching sessions throughout the year.
- Provide support in forms of sharing resources, providing models of effective practices, observing the coachee's current practices, and providing supportive and constructive feedback.
- Remain supportive rather than evaluative and to maintain, to the maximum extent possible, a separation between coaching and performance evaluation.
- Discuss and determine with the coachee what coaching data, if any, will be shared with others. I will keep the content of our discussions confidential.
- Recognize that the coachee's time is valuable and will be on time and prepared for coaching sessions.
- Revisit coaching on a regular basis with the coachee to determine if the coaching process needs to be adjusted to better fit her/his needs.
- Meet and discuss any concerns with the coachee prior to discussing with the supervisor.

SAMPLE COACHING AGREEMENT: COACHEE

I, as the Coachee, agree to:

- Actively engage in coaching sessions through assessing my strengths and needs, asking questions, sharing pertinent information, reflecting, listening, and identifying goals and means to achieve those goals in collaboration with the coach.
- Be open to being observed and receiving feedback.
- Apply and analyze new teaching practices with the support of my coach.
- Participate in the coaching sessions throughout the year.
- Meet on a consistent basis.
- Recognize that my coach's time is valuable and will be on time and prepared for coaching sessions.

SAMPLE COACHING AGREEMENT: SUPERVISOR

I, as the Supervisor, agree to:

- Provide support to both the coach and coachee through monthly email, in-person, or phone check-ins
- Address any questions regarding progress related to coaching goals to both the coachee and the coach
- Discuss monitoring/evaluation data with the coachee prior to communicating with the coach.
- Acknowledge that coaching data and activities are not used for supervision and the coachee determines what coaching data will be shared with me.
- Provide coverage for the coachee for coaching meetings.
- Ensure the coach is not removed from coaching duties to fill-in for classroom absences or administrative responsibilities.

APPLY IT TO YOUR PROGRAM

COACHEE TRAINING TOPIC	COMPONENTS	WHY IS THIS IMPORTANT?	EXAMPLES
Introduction to coaching	Definition of coaching and explanation of guidelines that protect confidentiality and time for coaching for the coachee PBC purpose and goals as related to the program's school readiness goals and the coachee's teaching/home visiting practices Type of coaching delivery methods they will experience (distance or on-site coaching; expert, reciprocal peer, or self-delivered coaching) Expectations of coachees during coaching (their role in collaborating with the coach, their responsibilities such as regular meetings with the coach)	Knowledge of the coaching purpose and procedures will set up the coachees for success in the coaching program and promote buy-in.	The expert coach meets with a small group of coachees who have volunteered to participate in a coaching program. The coach and the coachee discuss the goals of coaching and review the coaching contract.
Skills specific to coaching	Use of video equipment and how to provide the coach with the video (uploading the video to a secure website) Purpose, components, and use of action plans or coaching journals that the coachees will be completing Use of the Head Start Coaching Companion for recording coaching activities, sharing video and receiving feedback and reflecting on implementation of teaching practices or home visiting practices	Misuse of equipment and incomplete documentation can lead to loss of important data for coaching and frustration on the part of the coachee and coach, reducing buy-in to the coaching process.	The expert coach provides an easy-to-use manual for operating video cameras. It includes photos and descriptions of how to use the camera, where to place it, and when to film. The coachee may participate in a webinar on the use of the Head Start Coaching Companion.

MANAGEMENT SYSTEMS POINTERS

PERSONNEL FOR PRACTICE-BASED COACHING

Management Systems that pertain to personnel include Training and Professional Development, Communication, and Human Resources. Use the table below to find questions and considerations related to these Management Systems. Review the Practice-Based Coaching Systems Implications and Guiding Questions (see Appendix III) to explore questions related to Personnel.

IMPLEMENTATION SCIENCE CONNECTIONS

3 Ps	MANAGEMENT SYSTEMS	POSSIBLE EXPLORATION ACTIVITIES	POSSIBLE INSTALLATION ACTIVITIES	POSSIBLE INITIAL IMPLEMENTATION ACTIVITIES	POSSIBLE FULL IMPLEMENTATION ACTIVITIES
PERSONNEL	Human Resources	▪ Identify who will coordinate PBC. ▪ Plan for how coachees will be identified for intensive coaching.	▪ Develop job descriptions ▪ Select coordinator and coaches ▪ Select coachees ▪ Train coaches	▪ Gather feedback from staff involved to identify what's working well and where human resources (HR) practices and PBC are not adequately aligned.	
	Training and Professional Development	▪ Identify resources for training coaches and coachees.			
	Date and Evaluation			▪ Use improvement cycles to test improvements.	▪ Track turnover and take action to ensure availability of coaches and coaching overtime.

PROCESSES FOR GUIDING AND EVALUATING PBC IMPLEMENTATION

In previous sections of the guide, we have considered how to prepare your program for coaching and discussed personnel to support implementation of PBC. In this section, we consider processes that can be used to guide PBC implementation and evaluation. Successful coaching programs are grounded in continuous improvement processes, such as gathering information about implementation of PBC and using that data to connect PBC to changes in effective practices and attainment of program goals. When establishing processes for guiding and evaluating PBC implementation, consider the following questions:

- Is implementation of PBC occurring as planned?
- Is PBC being implemented with fidelity?
- Are coachees achieving their PBC goals?
- Is coaching having measurable impacts on the use of effective practices?
- Can impacts on effective practices be linked to the attainment of school readiness goals?
- Should the PBC program continue as planned, or are adjustments needed?
- What additional PD supports might be needed?

GATHERING INFORMATION TO EVALUATE PBC IMPLEMENTATION

Program leaders gather information that helps them determine the extent to which PBC is implemented with fidelity and as intended by plans made by the PBC Implementation Team. The HSPPS do not explicitly include guidance on fidelity to a coaching model. However, to implement PBC as the research-based coaching strategy, there must be fidelity to the model. To say that coaching does or does not have an effect on the intended outcomes, you must adhere to the coaching model.

These are some ways that you might collect data on fidelity to PBC. One way to collect fidelity data is with a coaching log completed by the coach that reflects his or her activities in each coaching cycle.

In addition to coaches reporting what happens during coaching, you might also assess fidelity through live observations of the coach or video or audio recordings of coaching sessions.

As shown in the following table, various dimensions of implementation are important to consider. This table shows questions that might be considered when planning to implement PBC when gathering information about whether PBC was implemented as intended. We also show potential sources of data to address each implementation question.

DIMENSIONS OF IMPLEMENTATION	QUESTIONS TO CONSIDER DURING PLANNING	QUESTIONS TO CONSIDER WHEN EVALUATING IMPLEMENTATION	POTENTIAL SOURCES OF DATA
Who	Who will coach? Who will be coached? Who will receive intensive coaching? Who will benefit from coaching?	Is the person who is intended to coach engaged in coaching? Is the person who is intended to coach being coached or supported? Are coaches and coachees satisfied with their partnership? Is the intensive coaching implemented as planned for those coachees?	List of those identified as coaches during planning versus implementation Number of education staff identified for coaching versus number coached during program year End-of-year survey about coaching benefits completed by coachees who were coached and those who were not coached
What	What teaching and home visiting practices will be the content focus of coaching? What PBC format(s) will be used to deliver coaching?	Which teaching and home visiting practices were the focus of coaching? Are these teaching and home visiting practices aligned with the intended content focus of coaching? Was the planned format(s) used to deliver PBC?	Review of PBC goals, summarized by teaching and home visiting practice content area Extent to which coaching content focus reflects action plan goals aligned with teaching and home visiting practice focus PD plan describes the format(s) used to deliver PBC
How	How often will coaching occur? Where will coaching occur? How will coaches be prepared?	How often did coaching occur? Did coaching occur where intended? Were coaches trained to implement each component of the PBC framework with fidelity? Were coaches monitored to ensure that they continued to implement each component of the PBC framework with fidelity?	Coaching logs that specify frequency and duration of coaching Coaching logs that specify where coaching occurred Checklists from each PBC training that shows coaches learned about each component of the PBC framework and were able to implement coaching practices associated with each component with at least 80% fidelity Coaching fidelity checklists gathered for 25% of coaching sessions implemented each quarter; fidelity must meet or exceed 80%

The extent to which PBC is being implemented as intended should be evaluated at regular intervals—perhaps each time program-wide data are analyzed to evaluate progress toward program goals or as part of their ongoing monitoring and program improvement efforts. These data are important for helping to inform decisions about whether implementation of PBC is achieving the desired impacts and outcomes.

EVALUATING IMPACTS AND OUTCOMES ASSOCIATED WITH PBC

To evaluate impacts and outcomes associated with PBC, program leaders might ask the following questions:

Impacts

- Are coachees achieving their PBC goals?
- Is coaching having measurable impacts on use of effective practices?

Outcomes

- Can impacts on teaching and home visiting practices be linked to progress toward school readiness goals?

To evaluate impacts and outcomes, it is important for program leaders to consider the sources of available data. The following table provides sample data sources that programs might use to evaluate the impacts and outcomes associated with PBC.

LEARN MORE

SOURCES OF DATA FOR EVALUATING IMPACTS AND OUTCOMES

SAMPLE DATA SOURCES FOR FIDELITY TO PBC	SAMPLE DATA SOURCES FOR IMPLEMENTATION OF THE INTENDED COACHING	SAMPLE DATA SOURCES FOR EFFECTIVE PRACTICES	SAMPLE DATA SOURCES FOR PROGRAM GOALS FOCUSED ON SCHOOL READINESS
Coaching logs Observations or audio recordings of coach–coachee meetings	Coach and coachee Satisfaction surveys or interviews Family surveys Staff retention statistics Staff attendance statistics Number of goals achieved Types of goals written	Classroom Assessment Scoring System (CLASS) Early Childhood Environmental Rating Scale Revised (ECERS-R)/Infants and Toddlers Environmental Rating Scale Revised (ITERS-R) Early Language and Literacy Classroom Observation (ELLCO) Implementation Checklist Home Visitor Rating Scales (HOVRS)	Curriculum-based measures Portfolios; the Work Sampling System Devereux Early Childhood Assessment (DECA) Individual Growth and Development Indicators (IGDIs) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Kindergarten Readiness Assessment Teaching Strategies Gold®

Once impacts and outcomes are evaluated, program leaders should re-evaluate implementation of PBC to determine whether it should continue as planned or whether adjustments are needed. They should identify additional PD supports that might be needed to improve teaching and home visiting practices and attainment of school readiness goals.

A decision-making framework might be used to guide the evaluation of impacts and outcomes related to PBC implementation. Data about impacts and outcomes could be collected two to three times a year to align with other data collection timelines like child assessment data. As data are used to evaluate impacts and outcomes from coaching implementation plans, decisions can be made about whether new or revised plans are needed.

LEARN MORE

Tips for Using Data-Based, Program-Wide Decision Making with Practice-Based Coaching should come after the paragraph above. The" Learn More" should include text below above the chart:

- Tips for Using Data-Based, Program-Wide Decision Making with Practice-Based Coaching
- Data should be used for program-wide planning, monitoring implementation, and evaluating impacts and outcomes associated with a PBC program.
- For PBC to be sustained, a process for ongoing monitoring and program improvement efforts should be in place. Input and feedback should be gathered from all stakeholders (Governing Body and Policy Council, program leaders, education staff, families, and community) and throughout the coaching process (before coaching, during coaching, and after the coaching plan has been in place for a period of time).
- After a period of implementation, stakeholders should discuss the successes and challenges with the identified coaching plan and determine changes that should be made. Processes associated with evaluating implementation, impacts, and outcomes are repeated as changes are made to the coaching plan.

MANAGEMENT SYSTEMS POINTERS

MANAGEMENT SYSTEMS POINTERS: PROCESSES FOR PBC

Possible Management Systems that may be involved in the processes of PBC include Data and Evaluation, Communication, Record Keeping and Reporting, and Ongoing Monitoring and Continuous Improvement. Review the Practice-Based Coaching Systems Implications and Guiding Questions (see Appendix IV) to consider questions related to processes.

IMPLEMENTATION SCIENCE CONNECTIONS

PBC SYSTEMS FLOW CHART

3 Ps	MANAGEMENT SYSTEMS	POSSIBLE EXPLORATION ACTIVITIES	POSSIBLE INSTALLATION ACTIVITIES	POSSIBLE INITIAL IMPLEMENTATION ACTIVITIES	POSSIBLE FULL IMPLEMENTATION ACTIVITIES
Processes	Program Planning & Service System Design		▪ Establish performance goals that link PBC to effective practices intended to respond to the identified needs of children and families.		
	Recordkeeping and Reporting	▪ Identify the records and record-keeping processes needed to support effective use of PBC.	▪ Develop record-keeping process. ▪ Train coachees and coaches to collect data. ▪ Set up systems for approving and tracking PBC implementation and cost.	▪ Coachees and coaches enter data into a system.	
	Ongoing Monitoring & Continuous Improvement	▪ Identify the monitoring systems and processes required for effective use of PBC.		▪ Monitor data entry for completion and accuracy. ▪ Data are used to inform improvement to all aspects of PBC. ▪ Analyze data for fidelity. ▪ Test improvements and make course corrections, as needed. ▪ Collect and monitor PBC data to ensure that PBC efforts are aligned with program goals.	▪ Continue analysis of PBC process, outcomes, and cost data to facilitate meaningful discussion and decision making. ▪ Calculate overall cost of PBC to inform decision making. ▪ Use monitoring data to inform sustain fidelity and guide program decision making. ▪ Make decisions regarding continuation, revision, and/or expansion.
	Communication	▪ Identify communication systems and processes required for effective use of PBC.	▪ Develop communication processes and tools to support continuous engagement of stakeholders. ▪ Develop ongoing means for dialogue with all staff.	▪ Utilize communication processes and tools to keep staff, management team, and stakeholders informed of progress.	▪ Use communication processes and tools to keep staff, management team, and stakeholders informed of progress.
	Community and Self-Assessment	▪ Identify how community and program data support the need for PBC.			▪ Self-Assessment Team reviews PBC process, outcomes, and cost data along with other program data to determine progress on goals.

Adoption of coaching as a form of professional development is a complex endeavor that requires careful planning, system–wide changes, and ongoing support and review.

—Lloyd & Modlin, 2012

There are vast differences among Head Start programs, and, therefore, there is no one-size-fits-all solution to the PD needs of a Head Start program. PBC, as a component of a coordinated approach to PD, provides a flexible solution to supporting education staff implementation of evidence-based practices and child progress toward program goals.

Programs that are undertaking a PBC program as part of their PD plan can use the Three Ps to help plan, implement, and evaluate their coaching program to make sure that it is successful and sustained.

- Preparation for PBC involves considering how coaching fits into the program's coordinated approach to PD.
  - After reviewing data on progress towards program goals by staff, families, and children, programs need to determine what program goals coaching should address, determine how coaching will be implemented, by whom, and with which coachees.
  - After reviewing effective practice and child data and determining the motivation of education staff, programs undertaking PBC programs should identify who will receive intensive coaching.
  - After determining how coaching will be delivered and what the focus of coaching will be, programs undertaking PBC programs need to develop guidelines that support the implementation of coaching and building a culture of coaching, such as establishing coaching as a safe place from evaluation and providing the time for coaches and coachees to participate.
- Personnel must be prepared for coaching and supported throughout the coaching process.
  - Coaches should be prepared through content training as needed, the coaching cycle, and adult learning principles.
  - Coachees should be prepared through training on the expectations of coaching for both the coach and the coachee.
  - Coaches should be supported to continue developing their coaching skills through connections with a "community of coaches" and support from an expert coach.
- Processes must be developed to monitor and evaluate the coaching implementation.
  - Data should be gathered to determine whether coaching was implemented as planned.
  - Data should be gathered to determine whether PBC was implemented with fidelity.
  - The impact of coaching on effective practices should be evaluated periodically through a collection of data on education staff implementation of the practices targeted through coaching.
  - Data should be gathered and analyzed to determine the impacts of coaching and changes in effective practices on children's progress towards program goals.

Successful PBC implementation requires support and input from stakeholders in the program including the Governing Body and Policy Council, program leaders, education staff, families, and the community; and careful planning for how the coaching program will be established, monitored, and sustained. The first step toward a successful coaching program is commitment from program administration and development of a comprehensive PD plan.

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SUPPORTING MATERIALS

A Spotlight on Professional Development in Head Start: FACES Spring 2017
https://www.acf.hhs.gov/sites/default/files/opre/faces_spring_2017_spotlight_on_pd_in_head_start_brief_508.pdf
This research brief describes the PD experiences of Head Start staff including coaching, assessment, and curriculum supports.

Head Start Coaching Companion
https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion
This handout describes the Coaching Companion, an online coaching tool.

Framework for Effective Practice *https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice*
This handout describes the four integral elements of quality teaching and learning and how they support school readiness for all children.

Practice-Based Coaching *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf*
This document describes PBC and formats for implementing PBC. It also explains the components of PBC.

Practice-Based Coaching at a Glance *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf*
This chart is an overview of PBC. It includes delivery methods, trainings and resources related to PBC.

Together Learning & Collaborating (TLC) *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-tlc.pdf*
This handout describes Teachers Learning & Collaborating, a group PBC format.

What Do We Know About Coaching? *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-what-do-we-know.pdf*
This short article describes what research says about coaching for practitioners who work with young children and what research says about key components for the PBC model. In addition, the article discusses why Head Start programs might consider PBC as an essential part of professional development.

I. PUTTING TOGETHER A COORDINATED APPROACH TO PROFESSIONAL DEVELOPMENT: HEAD PROGRAM PERFORMANCE STANDARDS REFERENCES

SUBPART J—PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

1302.100 Purpose—A program must provide management and a process ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

1302.101(b) At the beginning of each year, and on an ongoing basis throughout the year, a program must design and implement *program-wide coordinated approaches* that ensure:

1302.101(b)(1) The training and professional development system, as described in 1302.92, effectively supports the delivery and *continuous improvement of high-quality services*;

1302.102 Achieving program goals:

(a) *Establishing program goals*. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:

  (2) ...Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;

  (3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part *1304* of this part;…

SUBPART I—HUMAN RESOURCES MANAGEMENT

1302.91 Staff qualifications and competency requirements

(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

(e) Child and family services staff. (1) Early Head Start center-based teacher qualification requirements. As prescribed in section 645A(h) of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

  (2) Head Start center-based teacher qualification requirements. (i) The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.

  (ii) As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.

  (6) Home visitors. A program must ensure home visitors providing home-based education services:

  (i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree; and,

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(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

1302.92 Training and professional development

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.

(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648(a)(5) of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local and tribal laws;

(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;

(4) Training for child and family services staff, including staff that work on family services, health and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content of the Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

(c) A program must implement a *research-based, coordinated coaching strategy* for all education staff that:

(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

(3) At a minimum, provides opportunities for education staff not identified for intensive caching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;

(4) Ensure intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:

(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;

(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;

(iii) Provide ongoing communication between coach, program director, education director, and other relevant staff; and,

(iv) Include clearly articulated goals informed by the program's goals, as described in 1302.102, and a process for achieving those goals; and,

(5) Establishes policies that insure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

II. PRACTICE-BASED COACHING DELIVERY OPTIONS: DETERMINING WHAT WORKS FOR YOUR PROGRAM

PRACTICE-BASED COACHING DELIVERY OPTIONS:
DETERMINING WHAT WORKS FOR YOUR PROGRAM

Programs can implement Practice-Based Coaching in different delivery formats. Coaches can be experts, peers, or even the coachees themselves. Delivery can be on-site or from a distance. Combinations of delivery formats can also be used. For example, an expert coach may conduct some meetings with a coachee on-site and some through distance methods (email feedback or video observations). Coachees may receive coaching from both an expert coach and peers. This table presents an approach to selecting delivery options for PBC.

	QUESTIONS TO ASK	POINTS TO CONSIDER
THINK ABOUT YOUR RESOURCES	Who is available to coach?	▪ Rethink current positions to allow for expert coaching (what positions align well with coaching roles, in what ways can roles be expanded?). ▪ Determine who in your organization would serve well as a coach (demonstrates the coaching competencies we have established). ▪ Identify which education staff work well together and are working on similar skills, and therefore could be candidates for reciprocal peer coaching. ▪ Identify which education staff are motivated to improve practice with less support from an outside coach and therefore could be candidates for self-coaching.
	What time is available for education staff to meet with coaches?	▪ Think about how planning times, PD days, and additional personnel can be used to ensure coaches and education staff have time for coaching. ▪ For peer coaching, determine whether time is available for education staff to observe each other and meet.
	What money is available for personnel or materials?	▪ Consider how training and technical assistance money can be used to support coaching. ▪ Identify any external funds (grants, corporate partners, college or university partnerships) that are available to support coaching. ▪ Consider how floating substitutes or other staff can be used to allow education staff and coaches time for coaching. ▪ Determine what money is available for purchasing equipment for videotaping and supporting education staff in a web- based or distance-delivered model. ▪ Determine whether education staff have access to the Internet at all sites. This might be necessary for distance coaching models.
THINK ABOUT YOUR EDUCATION STAFF	Are the education staff new or experienced?	▪ Consider that education staff might need more intensive support through an expert model, whereas education staff who are experienced might receive the support they need through reciprocal or self-coaching.
	Are the goals of the coaching program to introduce new strategies (implementing a new curriculum) or to fine-tune strategies education staff are already using (e.g., enhance literacy instruction)?	▪ Recognize that expert coaching is a more resource-intensive model of coaching and is better suited to a coaching program with goals of introducing new strategies or working with education staff who need support in many areas. ▪ Recognize that reciprocal peer coaching is useful when education staff have a focus area for the improvement of practices that is well-defined. For example, following training on providing small group instruction, education staff might coach each other around their individualized action plan goals for practice implementation. ▪ Recognize that self-coaching is better suited for seasoned education staff who want to fine-tune skills and who are self- reliant.
	Are education staff comfortable with using technology?	▪ Identify education staff who may need training to use technology. A web-based expert delivery method (videos uploaded for the coach to view and coach/coachee to discuss through video or teleconferencing) or a self-coaching model (resources available via the Internet) might rely more on technology, while on-site, expert-delivered, or reciprocal peer coaching might be less dependent on technology. ▪ Consider videotaping in any delivery method or coaching partner model either as the primary way of conducting focused observations or as a supplement for education staff and coaches to record, view, and reflect on practice.

	QUESTIONS TO ASK	POINTS TO CONSIDER
THINK ABOUT YOUR PROGRAM LOGISTICS	Where are centers and education staff located?	▪ Recognize that remote centers or classrooms spread over great distances may be better served through a web-based coaching delivery method if an expert model is used. The web-based or distance model relies more on video of the education staff's practices and video or teleconferencing between the coach and education staff. If a web- based format is not an option, think about planning for travel. ▪ Consider, if an on-site delivery method is preferred, whether a reciprocal peer coaching model would meet the needs of the education staff or if it is possible to have an on-site expert coach. The on-site expert coach could be a dedicated coach in a large center with many education staff needing support or a person who serves more than one role if the center is small.
	How will education staff be chosen for coaching?	▪ Recognize that it may not be feasible with the funds or personnel available for all education staff to receive coaching. Which education staff will receive coaching? Will coaching be delivered to the education staff most in need of coaching (based on CLASS scores, child outcome data, etc.) or the education staff who will experience the most success with coaching (education staff who are seeking PD opportunities)? An expert coaching model will better support education staff who are most in need of help with implementing evidence-based practices, whereas a reciprocal peer or self-coaching model might work well with education staff who are better able to guide their own professional development. ▪ If education staff are chosen due to low assessment scores, be sensitive about introducing coaching to ensure buy-in and support for the collaborative coaching partnership. ▪ Consider whether some education staff should receive expert coaching while some should receive reciprocal peer or self-coaching.

III. PRACTICE-BASED COACHING SYSTEMS IMPLICATIONS AND GUIDING QUESTIONS
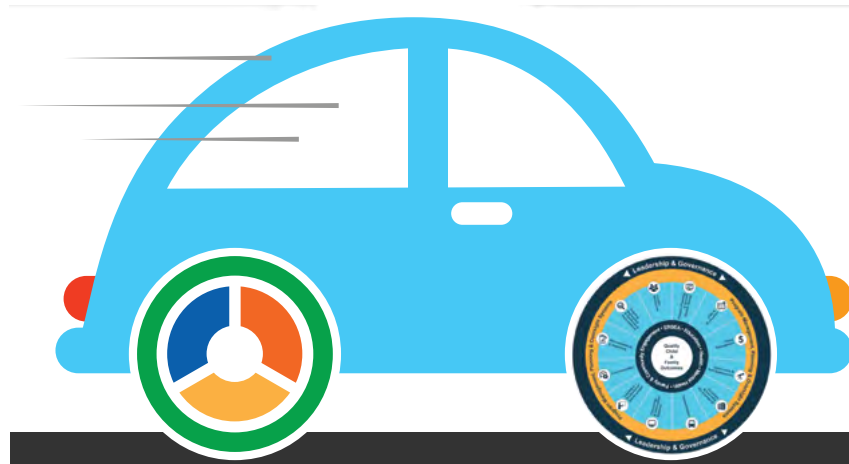
THE HEAD START MANAGEMENT SYSTEMS WHEEL

The Head Start management systems wheel is a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service delivery. Leadership and governance, the bedrocks of effective management, are depicted as surrounding all twelve systems. Head Start program leadership consists of three key entities: governing body/Tribal Council, Policy Council, and management staff. The governing body/Tribal Council assumes legal and fiscal responsibility for the program, the Policy Council sets direction, and the management staff oversee day-to-day operations. Together they are a powerful force that provides leadership and strategic direction. These management systems are crucial to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes.

PRACTICE-BASED COACHING SYSTEMS IMPLICATIONS

A research-based coordinated coaching strategy, such as, Practice-Based Coaching is one component of a coordinated approach to professional development and management systems that drive a program's ability to fully implement PBC. When effective management systems are in place, it leads to successful planning, implementation, monitoring, evaluating, and sustainability of PBC.

Programs can use the following questions to evaluate current strengths as well as areas of improvement in their PBC implementation process.

To use this tool:

- Review the bulleted questions for Leadership and Governance and each management system to assess the effectiveness of your PBC implementation.
- When indicated, consider strategies to strengthen your management systems.

	QUESTIONS TO CONSIDER
LEADERSHIP & GOVERNANCE	**STAGE 1: EXPLORATION** ▪ What are the action steps for getting support from the governing body and Policy Council (PC) for the Practice-Based Coaching (PBC) initiative? How will the management team keep the governing body and PC informed of PBC implementation progress? **Stage 2: Installation** ▪ How will the PC and governing body receive updates on PBC progress? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How and when will PBC evaluation data and recommendations for continuation be shared with the PC and governing body? **STAGE 4: FULL IMPLEMENTATION** ▪ How will the governing body and PC continue to be informed about the PBC initiative?
	QUESTIONS TO CONSIDER
PROGRAM PLANNING & SERVICE SYSTEM DESIGN	**STAGE 1: EXPLORATION** ▪ Which program goals will PBC address? ▪ How will PBC will address these program goals? ▪ Who will be on the PBC Implementation Team? What role will the director and management team have in the PBC Implementation Team? ▪ Who will approve the implementation plan? ▪ How will the program evaluate the implementation and impact of the PBC? ▪ What PBC delivery methods will be used? How often will PBC cycles occur for the different delivery methods? ▪ How will time for PBC be allocated for coaches and coachees? How will substitutes be allocated to support PBC? ▪ How will the coachees receiving intensive coaching be identified? **STAGE 2: INSTALLATION** ▪ Who will ensure that the PBC schedule is implemented as planned, ensure adequate observation and reflection periods for coaches and coachees, and identify times when classroom substitutes are needed to maintain required teacher–child ratios? ▪ How will the program ensure that participating education staff have enough time for classroom planning and recordkeeping? ▪ How will the program ensure that the coaching is being implemented as intended for each delivery? ▪ Who will monitor PBC implementation? **STAGE 3: INITIAL IMPLEMENTATION** ▪ Who will prepare recommendations and a rationale related to continuation, revision, expansion, and/or discontinuation for the PC and governing body? ▪ How often will implementation according to the PBC implementation plan be assessed? **STAGE 4: FULL IMPLEMENTATION** ▪ What changes do we need to make in our original PBC plans, procedures, and related documentation to accommodate decisions to continue, revise, and/or expand the PBC method? ▪ If we decided not to continue the PBC initiative, what other coordinated professional development approaches will be implemented? What will the new coordinated coaching strategy be?

	QUESTIONS TO CONSIDER
DATA & EVALUATION	**STAGE 1: EXPLORATION** ▪ How will the PBC data management plan be developed? ▪ What key data will be used to determine the success of the PBC? ▪ What data will be collected on the fidelity of PBC implementation (i.e., implementation according to the PBC model)? ▪ What data will be collected on fidelity to the PBC implementation plan (i.e., implementation according to the program plan for PBC)? ▪ What data will be collected to determine the effectiveness of PBC in changing practice and child/family outcomes? ▪ How often will data be collected and by whom? ▪ What data are already being collected that can be used for PBC analysis? ▪ What additional data will need to be collected? ▪ Who will participate in the PBC Evaluation Team? ▪ What additional data should we collect through participant focus groups and interviews? **STAGE 2: INSTALLATION** ▪ Who will monitor the PBC fidelity data collection during the installation period? **STAGE 3: INITIAL IMPLEMENTATION** ▪ What is the timeline for preparing and issuing recommendations and a rationale related to continuation, revision, expansion, and/or discontinuation for the PC and governing body based on analysis of the collected data? ▪ Who will analyze PBC fidelity data and summarize results? How will the data be used to revise PBC implementation from initial implementation? **STAGE 4: FULL IMPLEMENTATION** ▪ What is the ongoing timeline and plan for collecting and analyzing PBC data? ▪ What is the ongoing plan for use of data to revise PBC implementation?

	QUESTIONS TO CONSIDER
FISCAL MANAGEMENT	**STAGE 1: EXPLORATION** ▪ What is the cost of the chosen PBC format? ▪ If the current budget cannot absorb this format, what is the resource development strategy? ▪ What changes (if any) do we need to make in our financial management systems to track revenues and expenditures related to coaching? ▪ Who will approve expenditures related to coaching? **STAGE 2: INSTALLATION** ▪ How will the PBC costs will be tracked by the program? ▪ What is the frequency of the financial reporting on PBC? Will it be monthly or quarterly? ▪ Who will receive the PBC financial reports beyond the governing body and PC? ▪ How will the management team will review and monitor the financials on PBC? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will the program note any budgetary changes related to PBC implementation? ▪ How will the fiscal analysis factor in on the decision to continue PBC or select another coaching approach? ▪ Stage 4: Full Implementation ▪ How will the ongoing budgetary process be outlined for supporting the selected coaching approach?

	QUESTIONS TO CONSIDER
COMMUNITY & SELF-ASSESSMENT	**STAGE 1: EXPLORATION** ▪ How does the community assessment inform the plan for PBC implementation? ▪ How do the results of the community assessment and self-assessment inform the development of the PBC? **STAGE 2: INSTALLATION** ▪ What ongoing monitoring data about the PBC initiative will be shared with the Annual Self-Assessment Team? ▪ How will the Self-Assessment Team provide feedback on the implementation of PBC? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How does the self-assessment inform the decision on whether to revise PBC implementation? **STAGE 4: FULL IMPLEMENTATION** ▪ How does the ongoing monitoring and self-assessment cycle support and inform PBC implementation?

	QUESTIONS TO CONSIDER
FACILITIES & LEARNING ENVIRONMENTS	**STAGE 1: EXPLORATION** ▪ What are the initial physical plant considerations needed to support PBC? ▪ Where will coaches and coachees meet for PBC meetings? ▪ What additional equipment and supplies will we require? Video cameras? Classroom materials? **STAGE 2: INSTALLATION** ▪ How will coaches and coachees be trained on the use of PBC-related materials? ▪ Are there adequate spaces for each site or program option in which PBC is being implemented? How do coaches and coachees access equipment or space for PBC activities? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will the adequacy of materials and facilities for PBC activities be ensured at each PBC implementation site? ▪ How will expectations for equipment and space be communicated to site managers? **STAGE 4: FULL IMPLEMENTATION** ▪ How will the adequacy of PBC materials and space for PBC meetings and activities be reviewed and evaluated? How often?

	QUESTIONS TO CONSIDER
TRANSPORTATION	**STAGE 1: EXPLORATION** ▪ How will coaches/coachees be transported for PBC activities (e.g., coaches traveling to multiple locations for coaching)? ▪ How will coaching delivery be planned to accommodate for transportation (e.g., coaches working with coachees who are in the same center or geographically close)? ▪ Will the program supply transportation for coaching activities? ▪ If coaches/coachees supply their own transportation for coaching activities, will this be compensated? How? **STAGE 2: INSTALLATION** ▪ How will coaches coordinate transportation if one vehicle is used by multiple coaches? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will the transportation needs of coaches and coachees be monitored? ▪ If transportation is compensated, who will manage compensation? **STAGE 4: FULL IMPLEMENTATION** ▪ How will transportation for coaching be evaluated? Who will evaluate transportation adequacy?

QUESTIONS TO CONSIDER

TECHNOLOGY & INFORMATION SYSTEMS	**STAGE 1: EXPLORATION** ▪ What technology is needed to support PBC implementation (e.g., video cameras, video storage, computers)? ▪ How will technology be obtained for PBC implementation? ▪ How will coaches and coachees be trained in use of technology for PBC? ▪ Will a coaching companion be used to support PBC implementation? If so, who will be the administrator for the coaching companion? **STAGE 2: INSTALLATION** ▪ How will technology be organized and managed (e.g., will there be central storage for video cameras or checkout procedures)? ▪ Who will manage the technology for PBC? ▪ What is the protocol for any technological difficulties during PBC activities? **STAGE 3: INITIAL IMPLEMENTATION** ▪ Is the technology adequate for the PBC activities? ▪ What additional equipment or software is needed for PBC activities? **STAGE 4: FULL IMPLEMENTATION** ▪ How will the use and adequacy of the technology for PBC be reviewed and revised? ▪ How will equipment be replaced, if needed?

QUESTIONS TO CONSIDER

TRAINING & PROFESSIONAL DEVELOPMENT	**STAGE 1: EXPLORATION** ▪ What is the coordinated coaching strategy? Who is receiving intensive coaching? How is PBC used with coachees who are not receiving intensive coaching? ▪ How does the coaching fit with the coordinated professional development strategy? How will PBC support other professional development activities (e.g., workshops, professional learning communities)? ▪ How will coaching be introduced to ensure engagement by education staff (i.e., building a "culture of coaching")? ▪ How often will PBC cycles occur for those in intensive coaching? **STAGE 2: INSTALLATION** ▪ How will coaches and coachees be trained for PBC? ▪ How will coaches and coachees be provided with choices for coaching implementation? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will PBC and other ongoing professional development activities be aligned? ▪ How will coaches be provided with professional development for coaching? **STAGE 4: FULL IMPLEMENTATION** ▪ How will the alignment of PBC with other professional development activities be reviewed and revised? ▪ How will the identification of coachees receiving intensive coaching be reevaluated? ▪ How will new coaches and coachees be trained in PBC?

	QUESTIONS TO CONSIDER
COMMUNICATION	**STAGE 1: EXPLORATION** ▪ How will we share information about the PBC initiative with staff, PC, governing body, and other stakeholders? A detailed written description? Q&A sessions with staff? Other? ▪ How frequently will we share updates with stakeholders? ▪ How will the coordinated coaching strategy be communicated to coaches, coachees, and supervisors? **STAGE 2: INSTALLATION** ▪ How will the management team provide regular updates to stakeholders on PBC progress? ▪ How will coaches, coachees, and supervisors communicate about coaching activities? What information will be shared with supervisors? ▪ Will an outline of communication expectations be included in a coaching contract agreement? ▪ How will communication between coaches, coachees, and supervisors be documented? ▪ How will communication challenges be addressed? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will communication between coaches, coachees, and supervisors be monitored? ▪ How will the program ensure that coaching remains a "safe place" for coachees in the context of communication with supervisors? How will data be gathered about communication systems from coaching partners? **STAGE 4: FULL IMPLEMENTATION** ▪ How will communication systems between coaches, coachees, and supervisors be reviewed and reevaluated? ▪ How will ongoing communication with stakeholders be reviewed and reevaluated?

	QUESTIONS TO CONSIDER
RECORDKEEPING & REPORTING	**STAGE 1: EXPLORATION** ▪ What new process and outcomes data will we need to collect to track the progress of the PBC initiative? ▪ How will the new data be collected? Electronically? By hand? ▪ How will we integrate the data collection processes into existing systems? **STAGE 2: INSTALLATION** ▪ Who will ensure that coaches and participating coaches enter data in recordkeeping systems? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How can data collected during ongoing monitoring and the recommendations of the Self-Assessment Team be formatted and shared to promote meaningful review and discussion by the PBC Implementation Team? **STAGE 4: FULL IMPLEMENTATION** ▪ How, and for how long, will coaching data be stored? What data are important to retain long term?

QUESTIONS TO CONSIDER

| ONGOING MONITORING & CONTINUOUS IMPROVEMENT | **STAGE 1: EXPLORATION**
▪ How often will the education manager and other team leaders review data from the PBC initiative?
▪ What data will the PBC Implementation Team review for monitoring and continuous improvement?
▪ How will information be used to make mid-course corrections to improve PBC implementation?

STAGE 2: INSTALLATION
▪ How will the program use to ensure that the PBC initiative is implemented with fidelity to the selected format?
▪ How will the program ensure that PBC is part of a coordinated professional development system?
▪ How often will the PBC Implementation Team review data to monitor implementation?

STAGE 3: INITIAL IMPLEMENTATION
▪ How will programs continue to monitor coaching during initial implementation? How often will monitoring be conducted?

STAGE 4: FULL IMPLEMENTATION
▪ How will programs continue to monitor coaching during initial implementation? How often will monitoring be conducted?
▪ How will data be used to improve PBC implementation and the coordinated professional development strategy?
▪ How will changes to program goals be reflected in the coordinated professional development strategy and PBC? |

	QUESTIONS TO CONSIDER
HUMAN RESOURCES	**STAGE 1: EXPLORATION** ▪ How will the Head Start and/or Early Head Start director support the PBC initiative? ▪ Who will coordinate the initiative? ▪ How will the PBC fit into the organization's overall professional development strategy? ▪ How many education staff need this type of support? ▪ How many education staff or education leaders are potential coaches? ▪ What steps will we take to identify only highly qualified coaches among internal and external candidates (e.g., develop a coach job description, interview potential candidates)? ▪ How will coachees be identified for intensive coaching? By location? By qualifications? Using an application process? ▪ How will coaches and supervisors work together to support education staff's professional development? How will their roles differ? ▪ What changes need to be made in existing education staff, supervisor, and education manager job descriptions to reflect changing responsibilities? ▪ Who will supervise/manage the coaches? How will they be trained? ▪ What adjustments, if any, will we make in the participating and nonparticipating education staff's schedules? ▪ How will the performance review process address coaching responsibilities? ▪ In unionized programs, what changes (if any) will we need to make in the collective bargaining agreement? **STAGE 2: INSTALLATION** ▪ How will the PBC coordinator or other designated manager ensure that questions and concerns expressed by participating coaches, coachees, and supervisors are quickly addressed and resolved? ▪ How will the PBC Implementation Team identify the time necessary for coaching activities and ensure that staff involved are allotted the necessary time and resources? **STAGE 3: INITIAL IMPLEMENTATION** ▪ How will new coaches be hired and trained when there is turnover or PBC is expanded? ▪ How will the expectations of participation in coaching be communicated with new coachees? **STAGE 4: FULL IMPLEMENTATION** ▪ How will the expectations for personnel involved in coaching be reviewed and revised (e.g., time spent in coaching activities, job descriptions)?