



**Implementation Strategies and Reflections on Practice-Based Coaching in State Early Childhood Professional Development Systems**

August 11, 2020

Presenters:  
 Anita Allison, NCECDTL  
 AK: Meaghan Johnson  
 NC: Kristi Snuggs, Theresa Rodersheimer  
 OK: Vikki Dobbins  
 UT: Kim Melville, Sonia Aguilera, Betzy Mulwee

 NATIONAL CENTER ON  
 Early Childhood Development, Teaching and Learning

NCECDTL

1

---

---

---

---

---

---


---

---

---

---

1



**Mindful Minute**

NCECDTL

2

---

---

---

---

---

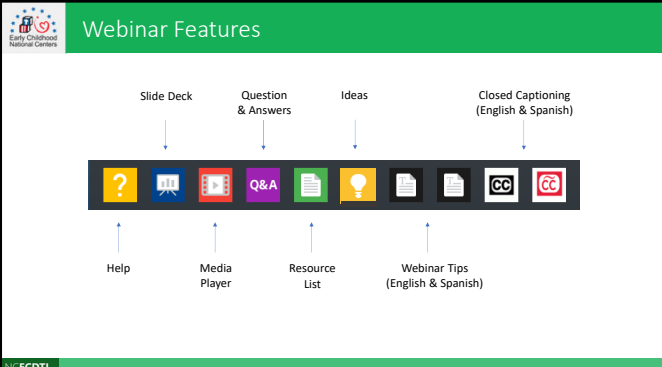
---

---

---

---

---



**Webinar Features**

Slide Deck    Question & Answers    Ideas    Closed Captioning (English & Spanish)

Help    Media Player    Resource List    Webinar Tips (English & Spanish)

NCECDTL

3

---

---

---

---

---

---

---

---

---

---

**Session Objectives**

At the end of this presentation, you should be able to:

- Explore the process and resources that states used and considered for implementation of Practice-Based Coaching (PBC) within their professional development system
- Share examples of states implementing PBC and the Coaching Companion
- Explore lessons learned-- successes, challenges, and opportunities from states who are implementing PBC

NCECDTL

4

---

---

---

---

---

---

---

---

2

**Session Agenda**

Here's what we're doing today:

1. Welcome
2. History of State PBC Work
3. State Presentations: Lessons Learned, Implementation Highlights, & Next Steps
  1. Alaska
  2. North Carolina
  3. Oklahoma
  4. Utah
4. Questions
5. PBC Resources and Wrap-Up

NCECDTL

5

---

---

---

---

---

---

---

---

**State Presenters**

NCECDTL

6

---

---

---

---

---

---

---

---

Practice-Based Coaching and the History of State Implementation

NCECDTL

7

---

---

---

---

---

---

---

---

3

Practice-Based Coaching Framework

NCECDTL

8

---

---

---

---

---

---

---

---

PRACTICE-BASED COACHING AT A GLANCE

DELIVERY OF PBC	PBC TRAININGS	PBC RESOURCES
<b>COACHING PARTNERS</b> Expert Peer Self	<b>IMPLEMENTATION ACADEMY</b> COACH TRAINING TLC FACILITATOR TRAINING IPD PBC ONLINE MODULES	<b>HEAD START COACHING COMPANION</b> ECLKC WEBINARS Coaching Corner Webinar Series MYPEERS
<b>DELIVERY METHOD</b> On Site Distance		
<b>GROUPING</b> Group Individual		

9

---

---

---

---

---

---

---

---

**Three-Tiered Plan of Approach**

1. National Webinar
2. PBC Peer Learning Community
3. Intensive TA

NCECDTL

10

---

---

---

---

---


---

---

---

4

**Tier 1 - National Webinar**



**A Closer Look at Practice-Based Coaching for Early Care and Education**

Jani Kozlowski    Kristin Tenney-Blackwell  
 Joyce Escorcía    Anita Allison

April 12, 2017

NATIONAL CENTER ON  
 Early Childhood Development, Teaching and Learning

NCECDTL

11

---

---

---

---

---

---

---

---

**Tier 2- PBC Peer Learning Community**

**PRACTICE BASED COACHING PEER LEARNING COMMUNITY – A SIX PART LEARNING OPPORTUNITY**

PLC	Session 1 May 25, 2017	Session 2 June 22, 2017	Session 3 July 20, 2017	Session 4 August 17, 2017	Session 5 September 14, 2017	Session 6 October 12, 2017
TOPIC	Introduction to the Full Peer Learning Community series	Introduction to the PBC 3 Ps: Preparation Processes	Alignment with state components/systems already in place (CCLC, E.O.s, registries, etc.).	Making Sense of Data	Strategic Planning/ Operationalizing PBC	State presentations: States share about their product/process
FOCUS	Overview of PBC Overview of MyPeers community learning platform	Examine how current state coaching models/systems/processes address and support the workforce in building knowledge and skills to support child outcomes.	Connecting teaching practices to professional development with coaching.	Using data to inform decisions about professional development and Practice Based Coaching	Bringing the PLC thoughts, ideas, and discussions into planning for action to implement PBC.	Opportunity for states to share lessons learned, key take-aways, and reflect on next steps.

NCECDTL

12

---

---

---

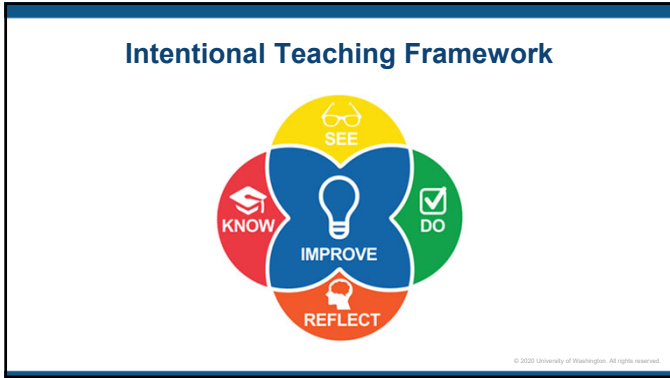
---

---

---

---

---



13

---

---

---

---

---

---

---

---

5

**Tier 3 - PBC Intensive Technical Assistance**

States Participating in Intensive Technical Assistance

- Requested as a result of participating in the PBC PLC -2018  
Minnesota, New York, Utah
- Requested to participate (self-selected into TA) - 2018  
Wisconsin
- Requested as a result of readiness to engage in PBC (self-identified) -  
2019 to present  
Alaska, North Carolina, Oklahoma

NCECDTL

14

---

---

---

---

---

---

---

---

State Presentations:  
Lessons Learned,  
Implementation  
Highlights, Next Steps

NCECDTL

15

---

---

---

---


---

---

---

---

**Alaska**



- **What prompted you to explore PBC as a coaching model for your state?**
  - Head Start's use of the model
  - Review of other models to assess best fit and feasibility
  - Made most sense for CCR&R staff (coaching for Learn & Grow (QRIS))
    - Free training
    - Early Ed U PBC model and Coaching Companion free online platform from Office of Head Start and Early Ed U.
- **What have you accomplished in planning for or implementing the PBC model to date?**
  - CCR&R staff (with consultation) identified and using a needs assessment
  - Statewide develop survey to assess who is doing what pertaining to coaching

16

---

---

---

---

---


---

---

---

6

**Alaska**



- **What have been your "lessons learned" since accessing TTA on PBC?**
  - Identification of needs assessment is challenging (align with state quality standards).
  - Little awareness from policy makers for the need of Coaching/ RBPD workforce.
  - Need to conduct coaching fidelity study to inform needs of system
    - Amount, type, frequency, training of coaches and coachees
- **What are your next steps? Where do you go from here?**
  - QRIS is piloting Level 3 (to included PBC)
  - Statewide coaching survey (*1<sup>st</sup> step of coaching fidelity study*)
  - Complete Equity Implementation Advocacy framework and talking points-advocacy tool for state system to meet goals on State EC Strategic Plan related to RBPD workforce needs.

17

---

---

---



---

---

---

---

---

NC Department of Health and Human Services  
**Implementing PBC in North Carolina**  
 Dr. Kristi Snuggs  
 Interim Director  
 Theresa Roedersheimer, EdS.  
 Infant-Toddler Policy Consultant  
 August 11, 2020

18

---

---

---

---

---

---

---

---

**What prompted you to explore PBC as a coaching model for your state?**

- Responding to Data/Research
- Collaborating with stakeholders

19

---

---

---

---

---

---

---

---

7

**What have you accomplished in planning for or implementing the PBC model to date?**

- Completed the Leadership Academy
- Established a Technical Assistance Planning Team
- Piloting a PBC Learning Collaborative

**What have been your “lessons learned” since accessing TTA on PBC?**

- Implementation takes collaboration

20

---

---

---

---

---

---

---

---

**Next Steps for North Carolina**

- Completing the Practice-based Coaching Learning Collaborative pilot
- Embedding Practice-based coaching in special projects

21

---

---

---


---

---

---

---


---

 Oklahoma PBC

**Background**

The State Capacity Building Center Infant Toddler Specialist requested NCECDTL share coaching models with the state Infant Toddler Coordinator and team

- State team attended a virtual overview of PBC after some time reviewing various models
- State leadership team - Request for PBC intensive work from NCECDTL



22

---

---

---

---


---

---

---


---

8

 Oklahoma PBC

**Current Status:**

- State PBC Leadership Team
- PBC Leadership Academy
  - State Leadership Team
- PBC Training Institute
  - Coaches
  - CCRR
  - Tribal
  - Higher Ed
  - CECPD-Professional Development System
  - Child Care Licensing



23

---

---

---


---

---


---

---

---

 Oklahoma PBC

- Pyramid Model State
  - State Leadership Team
  - Ongoing Professional Development
  - CoP
- Practitioner/provider teaching practices Needs Assessment
- Peer Learning Community- NCECDTL



24

---

---

---

---


---

---

---

---




 **Oklahoma PBC**

**Ongoing/Next Steps**

- Child Care Services/Infant Toddler Specialist Pyramid Model Training
- CCRR Managers/Specialist-Peer Learning Community
- Pyramid Model- Train the Trainer
- PBC Training
- Virtual Coaching
  - Head Start Coaching Companion

**Lessons Learned**



25

---

---

---

---

---

---


---

---

---

---

9


 **Utah PBC**

**How Utah entered into the NCECDTL State PBC work**

- Attended the original PBC PLC, very involved in the community
- Requested intensive TA following the PLC

**Status:**

- Consistent functioning state PBC Leadership Team
- Attended a PBC Leadership Academy
- PBC Training Institute conducted in Utah with all family child care, early childhood and out of school time coaches
- Accessing ongoing NCECDTL support through monthly check-ins and virtual training as requested



26

---

---

---

---

---


---

---

---

---

---

 **Utah PBC**

**Family Child Care Quality Project**


- PBC embraced by Utah's Family Child Care Specialists and Providers
- Two nine-month projects were conducted utilizing the PBC model from Sept 2018 to May 2019 & July 2019 to March 2020

**Challenges & Successes**

- Awareness of drifting to past coaching practices
- Goals and Goal Achievement Statements
- Reflection and Sharing Feedback
- A total of 2,313 on-site professional development visits were conducted
- Providers achieved at least two best practices and implemented one new business practice each

**Next Steps:**

- CCQS Family Child Care Pilot using PBC model



27

---

---

---

---

---

---

---

---

---

---

**Utah PBC**

**Child Care Center-Based Programs**

- CCQS Center-Based QRIS Rating Pilot.
  - Use of Practice Based Coaching provided to some sites before programs went through the rating process.

**Unique aspects of Implementing PBC through QRS**

- Development of PBC throughout the Quality Rating System that included Family Child Care Programs and School Age participation in Child Care Center-Based Programs.
- Started collaboration with the University of Washington/Early EdU to attend PBC in-depth course.

**Next Steps:**

- Updating Practitioner/provider teaching practices needs assessment based on current QRS evaluation tool (Environment Rating Scales).
- Providing continued professional development for coaches through Early EdU PBC course.
- Planning stages to explore the Head Start Coaching Companion to support coaching for intensive coaching.

NCECDTL

---

---

---

---

---

---

---

---

---

---

28

1 0

**Practice-Based Coaching Resources**

NCECDTL

---

---

---

---

---

---

---

---

---

---

29

**ECLKC Resources and Strategies**

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

NCECDTL

---

---

---

---

---

---

---

---

---

---


30

**ECLKC Resources and Strategies**

**Practice-Based Coaching (PBC)**

Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that leads to positive outcomes for children. PBC occurs in the context of collaborative partnerships. View the video below to learn more about PBC.

**Practice-Based Coaching: Collaborative Partners**



**Fact Sheets**

- PBC at a Glance [PDF, 75KB]
- Practice-Based Coaching [PDF, 206KB]
- What Do We Know About Coaching? [PDF, 199KB]
- Teachers Learning & Collaborating (TLC) Process [PDF, 133KB]
- Implementing Practice-Based Coaching: Considering Systems Implications

**Guides**

- Program Leaders' Guide to Practice-Based Coaching [ZIP, 1.6MB]
- Using Video to Improve Teaching and Learning [ZIP, 71MB]

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

NCECDTL

31

---

---

---

---

---

---

---

---

---


---

---

---

1 1

**Head Start Coaching Companion**



**HEAD START COACHING COMPANION**  
BRINGING EFFECTIVE PRACTICE INTO FOCUS

- Provide feedback within video clip to emphasize effective practices
- Coach/coachee interaction within a coaching cycle
- Ability to work with multiple coachees in a group

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion>

NCECDTL

32

---

---

---

---

---

---

---

---


---

---

---

---

**Questions, Final Thoughts and Closing**



NCECDTL

33

---

---

---

---

---

---

---


---

---


---

---

---

 Evaluation

<https://www.surveymonkey.com/r/339NRNJ>



34

---

---

---

---


---


---


---

---

1 2

 Thank you for joining us today!





35

---

---

---

---

---

---

---

---