Starting Strong with Practice-based Coaching
Coaching Corner Webinar Series

Joyce Escorcia: Good afternoon, everybody. So glad you could be here to join us. If you are looking for the Coaching Corner webinar series on Starting Strong with Practice-Based Coaching, then we're excited to tell you that you are in the right place. And, again, thanks for joining, and we're going to go ahead and get started. I see that people have been kind of greeting each other, and it's so exciting to see where everyone is from in the chat box, so I really like kind of seeing that. And we're excited to kind of talk about strategies for starting strong with practice-based coaching.

Today I'm joined by my wonderful colleague, September Gerety, and we're going to be sharing with you some strategies that we hope that you'll be able to take back and use in your role. Just want to remind everyone that the goal of every episode is to support you as a coach by exploring specific topics that would be relevant to you in your role to help identify resources and strategies specific to our topic, and then having opportunities to put into practice what we've learned through scenarios, videos, opportunities to ask questions, and discussions. And also just to be sure that you get the most out of your webinar experience today, I just want to go over just a few quick tips. I saw in the chat box as well that we have several people here that this is their first webinar, so welcome to you and thank you for joining us.

To use the chat box, you just simply type into the box to the right of the PowerPoint, and you can use that comment or respond to questions. The Q&A box that you see next to the chat box, if you have any questions during the presentation that maybe you don't want to ask to the large group, you can just put your questions in there, and that will come straight through to us, and we will do our best to work through those and answer your questions, or we also have Renita, who is also providing support as well as some of the logistics, and so we're there to help you with that. Supporting documents for the webinar can be found in the bottom right-hand corner or right underneath the chat box, actually, and there is any of the resources that will be worth referencing today, and also we have a PDF PowerPoint handout. So if you want to take notes and just kind of follow along, we have that there. And then also, just a note that because we have participants and presenters that are joining from various locations and using different computers and equipment that the volume levels may differ from participant to participant, but just to be sure and check the volume on your own device and to be sure that it's a level where it's comfortable for you.

And if you happen to get disconnected, no worries. You can just use the same link that you used to join the webinar to get back in there, and you will just pick right back where you left off with it, and that there will be a transcript for today as well, and you can see that right below the PowerPoint, and you can actually save a copy of that before you leave if that would be helpful for you as well. And over the last couple of months, we've had a lot of questions and conversations related to planning and preparing for PBC implementation. We know that you as a coach or someone who is supporting coaching is having these conversations with your colleagues at your program. So next month, we'll be talking more specifically about what coaches can do, like strategies that you can use to successfully implement PBC with fidelity as you work with your coaches. But it's important to kind of acknowledge and just to know that the coaching work occurs in the context of, like, a whole program and that there are some things that need to happen at the grantee level so that the coaches can successfully use practice-based coaching. So you may have seen some of this information before. If that's the case, then you can just

think about these questions and slides through the lens of what is happening now in your program. And if your grantee already has a plan for coaching in place, then you can think about where you already are strong, and maybe where there's some room for growth.

During the webinar today, we want to explore some possible strategies to successfully launch practice-based coaching, or PBC as we refer to it, in your program and share some tips to start the year off strong. We'll discuss strategies to support PBC implementation by exploring the three P's of PBC. And that's preparation -- How do I prepare for PBC? Personnel -- Who is involved with PBC? And then looking at processes -- What processes for PBC should I consider? And so, as we're discussing this systemic approach, think about your role and contribution. So as a coach or someone who supports coaches in the role of implementing PBC. And we wanted to start off today by finding out how long you've been implementing practice-based coaching. And you're going to see a poll pop up there, and I see many of you are already kind of clicking in. And so if you could just choose the statement that best describes your program, and we're going to give you just a few minutes to respond. So is it that this is your program's first year to implement PBC, or have you guys been implementing for 1 to 2 years or 3 to 4, or even 5 or more?

And so we really want to hear from you on that. And while we're waiting for those responses to come in -- And I will say they kind of mirror what we've seen on MyPeers. We also posted -- And we're hoping you guys are joining us and connecting with us on MyPeers -- We posted the same poll on MyPeers, and kind of had the same kind of responses, that the majority of those that participated in the poll said that this was their program's first year to participate to implement PBC. And then we had a few that said, you know, "Hey, this is, you know, we're about one to two years in," and we had about -- about 78 percent said this is their first year. About 12 percent or so said this is their one to two years, and we had just a couple that said, you know, that they had been in there for several years. And it looks as if it's kind of mirroring what we're seeing on MyPeers as well, that the majority of you say, "You know, this is our first year implementing PBC," and then, you know, kind of behind there we have a little less than 20 percent or so saying they've been implementing for 1 to 2 years, and then we have some veterans with us that have been on the PBC journey for 3 to 4 or even 5 or more years, so it'll be great to kind of maybe hear from you some ideas and things that are working for you. So it's exciting. We're supposed to see some of those results coming in. It was really great to be able to kind of have the same poll in MyPeers, and I will say, as of today in MyPeers, we are over 800 members strong, so we're going to talk a little bit about that later. So I'm excited to connect with you there. If you're not a member of MyPeers, no worries. We'll get you what you need so you can join us there.

But I think our poll has kind of wrapped up, so, again, you're in the right place, and we're looking to equip you and give you some ideas and strategies that you can take and implement in your work with implementing PBC. So we wanted to kind of start the session with just letting you know about a resource that we'll be kind of referencing. So throughout the session today, we'll be referring to the Program Leaders' Guide to Practice-Based Coaching, or the PLG. You'll hear that acronym. So this resources is included in the supporting documents section below the chat box. The Program Leaders' Guide is designed for leaders in Head Start programs. It provides guidance for directors, managers, and policy council who are planning to implement coaching or who seek to restructure their current coaching program. The guide will provide an overview of considerations when planning for and implementing coaching as well as resources for establishing a coaching program that is successful and can be sustainable. So coaches, coachees, and those supporting coaching can use this guide to inform

their conversations and roles before and during PBC implementation. And so we're going to be referencing this guide throughout the presentation, but no worries if you miss the page number or something that's mentioned during our time together. This webinar will be posted on the ECLKC and in the MyPeers PBC community. We've also included the PBC Program Leader's Guide Crosswalk in the supporting documents for this webinar.

The Crosswalk will make it easier for you to locate information in the Program Leaders' Guide, and we're really excited about this new resource. And, again, you can download it there with the supporting documents. If you notice in the document on the left side, you're going to see the three P's, and then the second column, identifies the focus of program planning, and then the third column kind of gives some guiding questions that you may ask to determine, you know, if this is an area of need for your program. And then the next column just provides specific, like, page number references within the Program Leaders' Guide. And, so again, those are there for you to reference, and no worries if you happen to miss a page reference along the way. And now, September is going to kind of start things off by talking to us a little bit about the three P's.

September Gerety: So one of the things that we want you to remember as we talk about the three P's is that this is not something new or different. So there's a lot of -- It's just a way of thinking about the Head Start management wheel, kind of grouping some of these pieces together. So I just want to make it really clear that as we talk about the three P's, we're not talking new or different things than you already have been doing or are thinking about. It's just a way of putting those into a framework that sort of makes sense for practice-based coaching. So the three P's are kind of a shorthand way of thinking about those management systems, and you can find out more information about the management wheel on ECLKC. You can use the search function, or there's also the link provided in the supporting documents section. And the management systems wheel is in English and in Spanish in that supporting document system. So when we're thinking about preparation, we're thinking about program planning and service-system design. We're thinking about fiscal management, facilities and learning environment, training and professional development, and technology and information systems.

So those are the parts of the management wheel that line up with preparation, and when we think about personnel, we're thinking about human resources. And when we talk about processes, we're talking about communication, record keeping and reporting, ongoing monitoring and continuous improvements, annual community and self-assessment, and also data and processes. So, again, these are available in the supporting documents section, but we're going to dive into talking specifically about how you can get ready for practice-based coaching. We know that an effective coaching system requires preparation, and so that includes figuring out how coaching will be integrated into your program's professional development plan. We know that you already have professional development plans, and we certainly don't want coaching to feel like an add-on. We want it to feel like it's really part of a larger whole. We want you to think about how coaching will support achieving school readiness goals, and really to establish some guidelines that will allow you to be successful in implementation of practice-based coaching. So as Joyce was saying, we know that many of you are here because you're coaches, and you're wondering, "How do I coach? What do I do? How do I know if I'm doing practice-based coaching?"

And this conversation today is really about a lot of systems pieces, and so what I want you to think about is your role in implementing those systems, as Joyce said, and think about all of the questions that

maybe even as coaches you can bring to your program. And so what we'd like to see is a practice-based coaching implementation team or a leadership team, and a big part of preparation is deciding who is on that team, and so many of you are already part of a PBC implementation team, or you will be. And the idea of having a team is to have a group of space-holders that can make decisions about coaching and to monitor the implementation of coaching, and also to monitor whether or not coaching is effective. So lots of decisions need to be made that can't be made just at a coach level and shouldn't be made by just a supervisor alone, and so, ideally, we're going to have a range of roles represented by the PBC implementation team.

So maybe it'll be our executive director. Maybe we'll have the Head Start director and/or a representative from the governing body, such as a policy council. We certainly want to have a representative of our coaches, so if we have more than one coach, it's not that every single coach needs to be on the leadership team. I know some programs have a fairly large group of coaches, and so we don't want our team to get so large that it's hard to make decisions, but we want to have at least one coach on the team to bring that coaching perspective. And the same thing is true of coachees. So if we're coaching Early Head Start teachers, we want to have at least one of those Early Head Start teachers on our team. If we have Head Start, we want to have at least one Head Start representative. If we have home-based folks who are being coached, we want to have a representative of those people who are being coached on the home-based side, and the same thing would be true for childcare. So when we say coachee, we're talking about the person who is being coached.

And so we want to have a nice representation of the person who is being coached on this leadership team. It's probably also important to include site supervisors, directors, managers, who are going to be the people who are supporting things like coverage when coaching is occurring because they need to have a voice in this too. And this also really helps in terms of clarity of communication and clarity of expectation. If everyone is represented on that leadership team, then it's much easier to make good decisions about who gets what information and what's the flow of data and how do we communicate about which practices are being coached on, things like that. And it probably makes sense to have a representative from our Human Resources department, and certainly Fiscal Operations because, absolutely, coaching is going to impact your fiscal operations.

So we're just going to take a minute here to use the chat box. If you've got a practice-based coaching implementation team, who's on your team? So we're just going to take a minute to pause here and type into the box who you have on your team. You certainly don't need to use names, but you can just type in the roles that you have represented on your practice-based coaching implementation team. If you do not yet have a practice-based coaching implementation team, you can start to think about whether or not this is a good idea. And I'll give you a hint. Yes. It is a good idea to have an implementation team. And I see that question in the chat box -- Is this a requirement? So we're going to talk about the Program Performance Standards in just a few moments, and I think the key thing to remember here is that what everyone wants is for you to have coaching be successful, and so our experience with coaching is that people who go into this with a team and who kind of work through these three P's as a team are more successful in terms of coaching implementation.

Ooh, I see somebody put in the chat box that they also have a parent representative on the team. That is really cool and a great idea, also.

Some of you are still thinking about getting teams set up and aren't quite there yet, and that is totally fine. I think hopefully this webinar will be helpful for you in terms of thinking ahead about who might be on the team. Lots of folks have mental health people, maybe some of our disabilities coordinators, family outreach folks. Some of us have supervisors on the team, for sure. Program operations manager. So the key takeaway here is that we just really want you to think about who's voice needs to be at the table as decisions are made about practice-based coaching because coaching really touches so many aspects of a program, and so we want to make sure that, as we make decisions, they're going to be realistic and work for everyone and that everyone has got some buy-in and that there's clear communication.

So as you think more about who could be on your team -- And certainly, if you have a smaller program, it may be that your team is slightly smaller. If you have a larger program, maybe you have a couple of different PBC teams. You might have one team that addresses coaching for one program option, and a different team that addresses coaching in the different program option, or maybe it's geographically based. So, of course, depending on the size and context, these teams are not all going to look the same. The Program Leaders' Guide contains information about helping you identify who could be on your team, so that's on page 11 and 12 of the Program Leaders' Guide. And some of you may have heard me say this before, but I always say print that thing out and, you know, put it in a binder. Put it on your bedside table. Sleep with it. Take it to work with you. Take it when you're sitting at your kids' soccer practices because the Program Leaders' Guide has so much really good information.

All right, so we're going to move on from here and talk a little bit more about preparation and what needs to go into preparation. So once you have a PBC implementation team, it's all about making a plan. And so your plan basically lays out in writing how your program will implement practice-based coaching, and this plan is a living document. It can and should be adjusted along the way to meet your needs. So we have some items that you can consider as you develop and review the plan. And I really want to emphasize that review is a big piece of this. So it's not enough for us to just establish a team, have them meet once at the beginning of the year and then not meet again. You know, just because we have a plan doesn't mean that we don't need to be coming back to it and really working together.

So we're going to think about how are we planning to deliver coaching, so we'll talk more about delivery format shortly. Who is getting coached? What practices are the focus of coaching? And then there are all of these other pieces about what schedule are we using for coaching and what equipment might we need to think about and how are we going to know if we're doing coaching the way that we said we would do coaching? What is the support that we're providing for coaches? We know this is a big deal because coaches also need professional development, and what the research says is that, often, people who are coaches are supervised by people who don't know anything about coaching, and they're just kind of thrown out there to do coaching without any support, and so that's something that certainly needs to be a piece of your plan. So, again, in the chat box, we're just going to take a minute, and you can type in some of the things that might be part of your practice-based coaching implementation plan. What are those things that you have included in this plan, if you've got a plan? I'm going to pause to give people just a minute to type in some of the things that are covered by this plan.

Certainly I think communication can be a big part of this. Often, we see questions about who gets what information and how is data being collected and what data is being collected and how do supervisors know what's happening in terms of coaching without violating, kind of, the confidentiality of the

coaching partnership? So that feels like a big piece of what needs to go into the plan. Oh, yeah, so how we know who is going to be coach, the data that we're going to use, what types of coaching formats we're using, what data we're collecting. For sure. Lots of great things that are going into plans here. The focus of coaching. Lots of you, it looks like, are using class to determine practices that are the focus of coaching, and so, as you're typing into the chat box, I just want to note that when we're talking about practices and relating those back to class, we're kind of getting down to the level of even the behavioral marker when we talk about practices. So some folks are looking for examples, and I think that there actually are some examples that have been posted in MyPeers of different plans that programs are using. So, just like Joyce said, if you're not on MyPeers, no big deal.

We'll help you get connected there. So, a part of preparing for coaching is also knowing what the Head Start Program Performance Standards say about coaching, and this is important for you as a coach, and also if you're supporting coaching. So the Head Start Program Performance Standards tell us that programs must implement a research-based, coordinated coaching strategy for education staff. They don't tell us what that research-based strategy needs to be, but we do know that practice-based coaching qualifies as a research-based, coordinated coaching strategy and that practice-based coaching is being strongly supported by the office of Head Start, and so you certainly are able to choose any research-based coaching strategy that you like as long as you know the research base behind that and are using it systematically, in a coordinated way. So the standard also tells us that a program has to assess all education staff to identify which staff would benefit most from intensive coaching.

So it's important for us to consider some questions about who will be coached and what are the multiple sources of data that we're using who will be coached. That data can also include a desire to be coached, and Joyce is going to talk more about this question as we move further along. But we, as an implementation team, need to talk about how many people will be coached, and so when we're thinking about implementation, this doesn't ask us to coach all education staff all the time on all of the practices. It's really about looking to determine who will be coached, how many people will be coached, how coaching will align with our school readiness goals and other professional development, how coaches will be assessed before, during, and after coaching so that we'll know if coaching is effective. So it's important to note that TLCs, which is a way of delivering practice-based coaching, and one-on-one expert coaching meet the intensive requirement that's outlined here on this section of the Head Start Program Performance Standards. We need to provide ongoing communication, so this is ongoing among all of the stakeholders in coaching, and we need to have clear goals and steps for achieving those goals as a result of coaching.

So again, we want to know why we're coaching and be really clear about what the outcomes are that we want to have from coaching. So again, Joyce is going to talk more about this in just a few minutes, but the Head Start Program Performance Standards do indicate that programs should have coaches with BA degrees in early childhood education or a related field. And beyond this, programs have the flexibility to consider and ensure that their coaches have other knowledge and skills that are pertinent to their context and program and coaching goals. And so again, Joyce will cover this a little bit further in a few minutes. Another part of preparation is deciding how coaching will be delivered, so we often think about an individual expert coaching model when we think about coaching.

So, for example, a coach meeting one-on-one with education staff to plan and then do some observation and debrief about their goal and their action plan. But coaching can also be delivered by

different coach partners, different delivery methods and different grouping. So there are a lot of options for delivering and implementing practice-based coaching. So I want to emphasize here that all of these are delivery formats for practice-based coaching. So these are different ways that we can use the practice-based coaching model. So we could have -- The coach might be an expert or a peer, such as another teacher or a home visitor or family, childcare provider, as long as that person does meet the requirements that are in the performance standards. Coaching can be offered on site or from a distance. It could be delivered to a group such as through TLCs or to an individual. And so, as I said, Teachers Learning and Collaborating, also known as TLCs, is a group delivery method for practice-based coaching. TLC is not different from practice-based coaching. It's a way of delivering practice-based coaching. So a program might choose a method in which an expert supports a group of participants who come together in a live setting, or peers support each other in a live setting. An expert coach might work with an individual from a distance where the coachee records himself or herself on video and then shares that video with the coach from a distance. So these are all practice-based coaching delivery and format methods.

And there are pros and cons to each of these methods. So you will find more information about coaching formats on pages 18 and 26 and 30 of the Program Leaders' Guide. Just remember that expert coaching and group coaching, including TLCs, meet the intensive coaching requirement of the Head Start Program Performance Standards, and other formats are great for PD options to meet the regulation of research-based professional development addressed in other parts of the Head Start Program Performance Standards. So also, as we think about preparing for coaching, we're going to think about the focus of coaching. So after you look at your data as a team, the team is going to decide which school readiness goals you want to support through coaching, and then once you know what are the school readiness goals that you want to support, you're going to identify, what do adults need to be doing to get children to those goals?

And so those are the practices that will be the focus of coaching. And so then, from there, you'll develop a needs assessment. Because remember, you can't coach on everything every year. So we really want this to be driven by your data. So as we kind of wrap up this piece about preparation, there are several things that we really want you to be thinking about. One is, how does practice-based coaching fit into our professional development plan so that it's supporting all of the other things that our professional development plan is already supporting, and we're being really intentional about it? What coaching delivery methods will we use? What are the resources that we have available? And let's be realistic about what we can accomplish with those resources. What are the guidelines that we'll establish for practice-based coaching. So in terms of things like coaches' schedules and communication and how coaches are working together with coachees to choose practices. And then, how will we get input from and communicating to stakeholders? So this is a lot to consider and a lot to plan for. The Program Leaders' Guide to Practice-Based Coaching provides good detail about all of these items.

So I'm seeing a lot of notes in the comments of folks sharing their e-mails with each other, and I just want to say really the easiest way for you to share with each other is to use the MyPeers platform. And again, Joyce is going to talk with you a little bit later about how to get onto MyPeers, but it feels like that is a way to communicate that's much easier than having the folks who have plans or other forms to share try to capture everyone's e-mail address and then send those out, so just a note about that. And with that, in the chat box, we're going to take a little bit of time to think about what you're already doing to prepare for coaching or what you have done to prepare for coaching, and what are the big

things that your team needs to be thinking about as you prepare to implement coaching in a way that's really going to be supportive of what it is that you're trying to accomplish. So this idea of choosing who to coach and how many staff -- So this is a team decision that probably needs to happen through your implementation team as you look at data together so your team can look at data. Defining what coaching is is probably a big task in terms of preparation. Figuring out who coaches are -- We're going to get to that in just a moment when Joyce talks about personnel. Thinking about how we separate roles is really important, for sure.

Our teams can be the ones to develop the needs assessments, for sure because that needs assessment is really going to reflect what you have decided is the focus of coaching. Choose coaching -- Oh, yeah. Choosing a coaching team is important. And that can be a big decision. Thinking about capacity for coaching, thinking about scheduling, all of those things are really important. For sure. Thinking about balancing the needs that we have in a program with the workload of a coach and what's manageable is really important. And again, the Program Leaders' Guide has some case studies. It has some information about keeping caseloads manageable, and I think that is a good note for me to hand things over to Joyce because she's going to talk a little bit more about personnel and how we identify who's coaching and who's getting coached and all that good stuff.

Joyce: Yeah. Thanks, September. I think we could have just stayed right there in preparation for the full hour. Lots of great conversation and stuff, but we do want to touch on personnel. And so now we're just going to talk about, specifically, how to identify coaches and coachees, and then strategies and things to consider on preparing coaches and coachees for coaching and for implementing PBC. Sorry. There seems to be -- Technology isn't quite on my side today. There seems to be a bit of a lag, so I'm having to wait for my computer to catch up just a little bit. But just know that when preparing for and implementing PBC, it's important to think about the needs of the personnel involved. So your PBC implementation team can work together to identify coaches, provide PD for coaches, and prepare coachees for the coaching experience. And again, the Program Leaders' Guide is a great place and has so much -- it has so much knowledge and so many great ideas and strategies and things to consider when you're looking at PBC and personnel. So, you know, some of these things are just some things to kind of consider. So when you're looking at, you know, who will be coached, looking at things like deciding on how you're going to identify coaches. You know, considering what competencies and what is it that you're looking for in a coach. What are those characteristics that a coach needs to have to be successful within your program? There are some sample competencies and references for those competencies in the Program Leaders' Guide to Practice-Based Coaching on page 22, and again, you have that Crosswalk that you'll be able to catch that page number later. For coaches, you know, and for looking at those competencies you bring to your position, are they aligned with what the program really needs?

Or is there maybe some opportunities towards some capacity-building there? And then also, for head managers and coaches, how do you determine who's going to be coached? You know, how we identify those coachees that are going to participate in coaching. Is it going to be volunteer or are you going to choose by sight or kind of what is going to be your decision-making process and that criteria for those that will receive coaching, and those that will receive intensive coaching? How many education staff will participate in coaching this year, and kind of planning it out and scaling it up, like, okay, so we're going to do -- We're going to coach X amount of people this year, and then next year we're going to increase that by five, or whatever works best for your program. And then -- And then also knowing that the needs of your coaches can be very specific, like have they received the training that they need? Do they

need to go to a PBC coach training? Is there anything else within your plan they need to receive training in? They need the curriculums, any assessments that you're using, any other tools that you're using within your program, or if you're going to be implementing TLCs and they need to go to a TLC facilitator training. And again, for other ideas on things that your program can consider in preparing personnel, check out the Program Leaders' Guide on page 32. And, you know, exploring some of these questions together is a great way and opportunity to hear from different perspectives of those on your PBC implementation team. And then when we talk about identifying coaches, remember that in order to provide that intensive coaching, that those coaches must have that bachelor's degree in early childhood or a related field, and that there are education requirements and then -- that our programs need to consider, and those are very unique and specific to that program and to their coaching goals.

And so, although there aren't any hard or fast rules for characteristics of an effective coach, it may be beneficial for looking -- you know, for some of the characteristics that we're going to talk about now when identifying those coaches. Do they have successful experience with working with young children? You know, it's helpful, really, to have coaches that have been there and kind of know what it feels like to be in those different learning environments, whether it's, you know, if they're going to be coaching home visitors, you know, it's helpful if they had experience with being a home visitor and with supporting children and families in that way. Are you going to be coaching family childcare providers? So it's important to look for people that have that background and knowledge that will best meet your needs. Also having someone with extensive knowledge of the curriculum or model they will be coaching, understanding adult learning principles, and -- so it's principles for establishing those collaborative partnerships. Experiences with the policies and procedures of the workplace, you know, that they understand and know kind of the culture of your program.

Those are different things that can really help to ensure that your coach is successful. Experience -- You know, experience can go a long way. So again, there are those things that are required by the standards, and then there's those things that are kind of vested in best practice for you as a program. And then also to note that, you know, supervisor service coaches is an important -- that when the supervisor/coach visits the coachees that that purpose is clear there too, so again, you want to kind of think about those things when you're selecting your coach. And then since coaching is so intensive, and not every teacher, home visitor, or family child care provider can be coached at all times, you have to decide on who will be coached and in what format. So coachees might choose to participate in coaching or be identified if they show interest or, if they show interest, if they really kind of work on building their skills or if they're interested in learning some new practices, it's important to not always choose, like, the lowest performing coachees. Sometimes motivated, interested coachees set a good model and tone for other coachees who might participate.

And so, also, you may have some that need support and kind of fine-tuning what those practices in their classrooms or in their learning environments -- And it also may be someone that has concerns about his or her child outcomes based on the data that's been collected. So there really is different ways that you can identify who is it that's going to be coached. And so now, we just want to take a few minutes, and I know the chat box has been pretty lively, and just to kind of find out, so what do you think are some of those characteristics to look for in a coach? And then what are some of the tasks for your PBC implementation team in identifying and training coaches? So just to kind of see what -- you know, kind of see what you guys are thinking and kind of doing around personnel. And, September, have you seen anything kind of pop up in the chat box? I've been kind of nursing along my browser.

September: Well, certainly... Oh, one big thing that's coming up in the chat box is really about caseloads and about how many people a coach can coach. And so, certainly, this isn't quite along the lines of those questions about important characteristics to have in a coach, but, for sure, as we think about identifying and training coaches, we want to have a realistic idea of what even the most skilled person can accomplish as a coach, and now we're getting some nice comments in the chat box about, what are those characteristics that coaches might need?

Joyce: Yeah, and I even see a comment from someone that says that they were a coach and, you know, they can kind of identify themselves with some of the characteristics that we talked about, so that's great to see as well. So, September, I think we can just kind of continue on the conversation, moving on into processes so we'll have some time at the end to kind of hit the resources and, again, review how you can connect with us on MyPeers.

September: That sounds great. So I just got a little distracted by the chat box and just thinking about, you know, we ask so much of coaches and we really want coaches to be those kind of perfect people, and yet we also know that none of us are perfect people, right? And one of the things that I often really think about when we think about these characteristics of a coach is that characteristics of a coach are not always the same as characteristics of someone who is a good supervisor. And so really thinking kind of about those roles and separating those out based on skills and competencies, as opposed to, "Oh, well, here's a person who is already in our program and already knows the classroom." Anyway, that's just a side note. Let's move on and talk about processes.

So here, we're talking about systems for thinking about and determining how you will know whether what you're doing is making a difference. Certainly, if you're pouring a lot of resources into coaching, you want to know that what you're doing is effective, and so it's about evaluating efforts and being accountable for resources. It's about kind of all of those processes related to gathering information and using our data, and then again, evaluating coaching efforts, so that's really what we're talking about in this next section. So some of you may not love the word data. I am a huge fan of data because I feel like it really can provide us with really good information so that when we're planning for coaching, we are deciding based on our data what teaching practices will be the focus of coaching and where we can make the most impact as far as the sites and the education staff who participate. We're going to think about, when we evaluate coaching implementation, this is really where we're saying, "Did we do what we said we would do with relation to coaching?"

So, "Did coaching occur as we planned?" Because if we don't know if coaching occurred in the way that we'd planned, then we can't possibly know if it made a difference. So I'm thinking back to this chat box, and so we've got some folks talking about how their tasked with coaching, you know, a couple of dozen teachers, so maybe we've got -- I've heard this before where someone says, "I'm supposed to be coaching 100 teachers." And so when we think about, "Well, did coaching make a difference?" even if I'm meeting with somebody every day, it may be that I only meet with ever single teacher once or possibly twice over the course of a year. And will that really make a difference? Probably not, if we're really honest with ourselves, and so, again, we want our practice-based coaching leadership team to make some decisions about how we focus on coaching so that we'll be able to say, "Hey, this is how often we want our coaches to meet with teachers or other coachees," so, "This is how often we want the coach of the home visitors to be meeting with each home visitor," and we can really do some kind of math to figure out what's realistic.

And then, when we come back to this, we can say, "All right. Well, did they meet as often as we hoped they would meet?" So our research and experience with this model indicates that, ideally, we want people to be meeting every couple of weeks with a teacher. And so it feels to me like some of this conversation could certainly have gone in a direction of caseloads, and I think we have spent some time in previous Coaching Corner webinars talking about caseloads, and there's also been some conversation about caseloads in MyPeers, and that conversation can continue, but -- so if we say, "Hey, want this person to coach these 12 people and we want the coach to be meeting with people every other week and we want to make sure that the meetings include action planning and that there's some focused observation occurring and that then coaches have time to reflect and provide feedback to teachers," that would be our plan for coaching implementation.

And then, when we're talking about evaluating coaching implementation, we can say, "All right, so how many times did the coach meet with that person? And how long did those meetings last? And what were the practices that were the focus of coaching?" And we don't want to get down to the level of what did that action plan look like because we do want there to be kind of a confidential relationship between the coach and the coachee, but definitely the program needs to know what are practices that were worked on because if we know that then we can say, "Hey. Did coaching make a difference on those practices?" But it might be that, when we look at that data around implementation, we're going to realize that, "Oh, guess what? This teacher wasn't able to meet with the coach for 6 months of the year for these reasons," and so that gives us some really valuable information so that when we look at coaching impacts, we won't expect to see the same kind of impact in that classroom as opposed to some of the other classroom. So we're really just going to think about, did coaching occur as we planned? And then we're going to think about coaching impacts at the classroom level and at the program level, and so we're looking for changes in teaching practices due to coaching. And then at the program level, we're thinking about aggregating data across education staff to determine if coaching is effective overall. And again, there's quite a bit of information in the Program Leaders' Guide about this process piece where we're really talking about data and how we use our data to get ready for coaching and how we use our data to evaluate the implementation of coaching and how we use data to evaluate the impact of coaching, and so if you really want to read more about this, you can refer back to the Program Leaders' Guide.

And with that, just like we have for each one of these sections, I'm going to bring up the questions about, what is your team thinking about regarding data? And what needs do you have related to gathering and using data? I know that there is a lot of data that gets collected in Head Start programs and certainly, in childcare as well. And so let's talk a little bit about how you use that data to support coaching. So data can tell us who can most benefit from intensive coaching. Data can tell us about what other professional development needs that we have and how we might support those. So some folks are using CLASS and ECERS or ITERS... Having people do self-assessment. And self-assessment is interesting, right, because it can really drive the coaching that we do. We ask people to put together a needs assessment, and we're going to base that needs assessment on the school readiness goals that we want to support and on the practices that will bring children to meet those goals, and then we can ask people to evaluate themselves on those practices, and that can kind of drive -- So we can look at child outcomes scores too.

So we can look at DECA or we can look at TS GOLD scores and use those as a source of practices and also as a way to decide who could most benefit from intensive coaching because sometimes we might have a

rock-star teacher who's so awesome but just has a really challenging class in a particular year, and so coaching can certainly support that person. TPOT and TPITOS -- Yeah, we're going to use data to target goals for students and teachers. And the other piece that I really want to emphasize here is your team needs to be thinking about how you will gather data about implementation of coaching. So again, things like tracking number of coaching meetings and how long those meetings lasted, tracking whether or not the coach followed the practice-based coaching model with fidelity during those meetings. And so that can be done with just -- with a checklist of, here are the things that we know that coaches are supposed to do.

They're supposed to work with the coachee to set goals. Did we do that? Yep. We did. They're supposed to provide opportunities for the coachee to reflect on their own practice. Yep. We did that. So somebody is asking in the chat box what are TPITOS? It's the Teaching Pyramid Infant -Toddler Observation Scale, and TPOT stands for Teaching Pyramid Observation Tool. There are so many acronyms here in this box, aren't there? Yes, this coaching can also work for family childcare. One of the tricks that we're finding with family childcare is really finding time to coach because coverage is certainly an issue around coaching in Head Start programs, and it's even more so when related to family childcare. Lots and lots of questions here. This question about the coaching fidelity checklist is an interesting one. There's not really a coaching fidelity checklist, although there are certainly some tools kind of in the works. We do have -- Joyce, I'm going to just say, in the leadership academy materials, there is a checklist that kind of asks you to compare what you're currently doing to what practice-based coaching asks you to do, and so that's something that could be used kind of as an initial checklist as you think about this. But --

Joyce: There's a coaching strengths and needs assessment that's a part of the coach training, but that's kind of a needs assessment directly related to the PBC cycle, you know, on the component, so we have that as well, but that kind of deals with, you know, the specific practices around the component, which is something else. But great segue into the resources and --

September: That's what I thought, too.

Joyce: The chat box is alive and well today, and so we are so excited about that. So just to kind of touch on some of the resources, we've talked about several today. You see the Program Leaders' Guide that we have talked about, the Crosswalk -- the Program Leaders' Crosswalk that we were able to provide you in the supporting documents today, that's there. And we hope you find that helpful. Again, a lot of information was shared today, and so that's really a great place to go back to. This is really my best friend when it comes to PBC implementation and, you know, I've had to start a new copy because I'd kind of worn the one that I had out because I would just carry it everywhere. And so we have that that's available as well. And then also, just to kind of direct you to the ECLKC, the PBC resources on the ECLKC can really help with PBC implementation, and that's where there's videos for each of the components. The Program Leaders' Guide is there as well, and we're actually going to post the link to the ECLKC resources in the chat box so you'll have that, and -- but we do want to say, on the ECLKC now, everything is kind of sorted by topic, so you can find the PBC resources by scrolling down to the bottom of the professional development topic page or click on Practice-Based Coaching or type and click on Practice-Based Coaching, or you can type PBC or Practice-Based Coaching in the search function there, and it'll take you right to the material. And that tends to be kind of my go-to answer for everything is the search bar. And also, there are other resources from our friends at the Center for Program Management

and Fiscal Operations, and they have some great resources as well that can assist with PBC implementation. There's a Implementing PBC Considerations and Systems Implications document that's there on the ECLKC. There's a document on adult learning principles, and again, that's all right there and you can find that using that search function there as well. And then the Coaching Companion -- We'll say that the Coaching Companion is in the midst of being updated right now, so it is still accessible and up and going, but it is in the midst of a revision, so we're excited to see what's coming out new with that. But it's an online tool that you can use to support, you know, a program's coaching efforts. Your program signs up and manages with your program's coaching cohort within the Coaching Companion, so just know that, that this is something that your program would sign up for, and then you would kind of be a part of that group. It's a great way to kind of communicate and collaborate around the PBC cycle virtually. It's confidential. It's a great way to share videos, action plans, needs assessments, and it's also a way of tracking progress, so I wanted to share that. And MyPeers -- I know we've been talking a lot about MyPeers today, and we are -- As of this morning, we are over 800 members within our PBC community and over 9,000 on the entire MyPeers platform, so our community is there to kind of support the implementation of PBC through opportunities for networking, sharing resources, which we did live here during our webinar today, and it's just a great place to kind of connect because we know that sometimes, you know, you may be really looking for other coaches to connect with, other programs that are in the midst of, you know, "This is my first year and I'd love to just hear what other people are doing." So it's a great place for that. And we really look forward to kind of continuing our conversation on MyPeers. Stephanie Hickman, one of our colleagues at DTL, posted the link. If you're not a member of MyPeers, you can join it there. And I just want to mention real quick, as well, we just had a new community open up last week on MyPeers, and it's the education leaders community, and so again, that's just another community that opened up there. So once you join MyPeers, then you can join the MyPeers PBC community or one of the 30-plus communities that are already there, and so --

September: So, Joyce, can I jump in there for a second? People are asking in the chat box about, in MyPeers, what they need to select, and so on the left-hand side, there's a little link with communities once you're in there, and then the practice-based coaching community is usually pretty close to the top.

Joyce: Yeah, so just look for the logo because the PBC logo, the circle with the components on the inside, that's our logo for the PBC community. So look at that. So all you'll do is click on the community and hit join, and then you're in, you're a part of it. And then, also, within -- on the left-hand side in MyPeers, there's a tab for files and documents, and so there you'll find the resource that was shared today on MyPeers that someone in the chat box put on there, and then, as well, you'll be able to find all the resources that we talked about today and a PDF of the PowerPoint will all be posted in MyPeers as well. We are starting a folder for all the Coaching Corner webinars, so any resources or things that we talk about and kind of show and share with you, we're going to put them on a folder there, and then we'll be posting a link of this webinar to MyPeers as soon as it's available. So thank you again, and I would say are there any more questions, but I know we are pressing on a little bit past 4:00. And I want to just thank you guys for being so engaged and so many questions and keep them coming. We invite you to -- let's take this conversation to MyPeers. We're going to start a thread there for kind of after the webinar because we want to hear from you, like what are your plans for utilizing some of the ideas and strategies we talked about today? So, September, if you don't have anything else, I think, you know, we can say goodbye and see you on MyPeers.

September: That's it. Thanks everybody. See you on MyPeers.

Joyce: All right. Bye. Thank you.

September: Oh, one more thing. Sorry. Evaluation link -- It was in the chat box. Make sure you click on the evaluation link from the chat box and please let us know how this webinar was supportive to you and what suggestions you have for us. Thanks.

Joyce: Yes. Thank you so much, September. Yes. And there will be a certificate for the webinar. It is included with the evaluation, so once you fill out the evaluation link, you can download your certificate. Thank you so much, guys.