

## **Sowing Seeds for Success: Implementing Reflective Supervision and Early-Childhood Coaching**

Heath Ouellette: Hello, and welcome to Sowing Seeds for Success: Implementing Reflective Supervision and Early-Childhood Coaching. My name is Heath Ouellette, and I'm here with my co-presenter Nancy Seibel. Nancy and I have been working together for a couple of years, both when I was a director. Nancy helped support the program that I was working in around implementing reflective supervision and coaching. And then most recently, we had the opportunity to present in Region VII a full-day presentation on reflective supervision and coaching. A little bit about me as we get started. As I mentioned, I was a director of a Head Start program. And in addition, I have experience working within the training and technical assistance systems both for the office of child care and the office of Head Start.

Nancy, would you like to introduce yourself?

Nancy Seibel: Well, hello, everyone. I'm so glad you're here with us. I'm the founder and principal at Keys to Change, which is an early-childhood consulting and life-coaching practice based in Catonsville, Maryland, not too far from where we're presenting to you today. We're in Washington, D.C. All right.

Heath: Just want to go over the agenda real briefly. Over the next hour, Nancy and I are going to talk with you all about why would you want to implement reflective supervision and coaching in your program. We'll provide an overview of both reflective supervision and coaching. We want to spend some time diving into relationship-based practices and how those practices intertwine with both reflective supervision and coaching. We'll also then spend time talking about planning for change within your programs, as well as implementing reflective supervision and coaching and some of the seeds to success, things that we've learned throughout the years that may help you all in being successful in implementing both these strategies.

Our learning objectives today are to discuss implementation of reflective supervision and early-childhood coaching, and we want to do that in the context of relationship-based practices and in relationship-based organizations. We also want to talk with you about reflecting for, in, and on action, and how that relates to your implementation and the strategies for you to employ in your programs. And lastly, we hope that we'll provide you with sample reflective questions and activities that you may use in your programs when introducing reflective supervision and coaching.

As I mentioned, so, why would you want to implement reflective supervision and coaching? The example here on the slide talks about the goal is for us to bring and support our teams, our staff, our teachers, our family-service advocates, our home visitors, in their knowledge and in developing their skills, as well as using those new skills in context and in the work. Overall, what I like to say is, we have an amazing workforce of people, but the work can be challenging and difficult. On a regular basis, we're working with families, and our staff carry that work with them. And both of the strategies that we're going to share with you today will -- Both of the strategies that we're going to share with you today will help our teams, our staff, in helping to explore what's happening for them and help our teams to think about how best to move about the work moving forward.

Nancy: Okay. So, we've had a chance to think about why we would want to implement reflective supervision or coaching or both, and what are some of the key things we want to achieve in doing that. What I'd like to do now is just start discussing both of these approaches as relationship-based methods for supporting staff's professional development and growth. We're going to begin by just sharing some definitions that we'll use for the purpose of our conversation today. And let me just see if that's actually showing up. Yes, it is. Okay. So, when you look at this definition, and this exists in a handout that -- I don't know if you've downloaded the handouts yet. And if you have, that's fine. If you have not, you can go back to do that later. And you'll have this definition and the others that we're gonna mention.

The emphasis, as you can see when you look at this one and think about reflective supervision, is on a relationship, and it's on developing a relationship that supports strengths in the supervisee and provides partnership for handling vulnerabilities. That relationship allows the supervisee to explore further the influence of relationships on other relationships. You might have heard of the term the parallel process in relationships, and that's what that's about. And it helps support growing self-awareness and strengthens self-regulation. So, in coaching, we have another definition. Thank you. And this definition stands in some contrast to the definition of reflective supervision in terms of emphasizing coaching as an adult learning strategy and providing an opportunity to learn from the work by reflecting on action and the results of that action and what we learn from it in order to prepare for what we're going to do next.

Heath: One thing that we like to emphasize is that although there are similarities between reflective supervision and coaching, there are true distinctions between the two. Nancy. Mm hmm. And we're going to get a chance to just take a look at some of those distinctions. Here, we're looking at a discussion of reflective supervision and how there are three aspects to it. So, supervision is a pretty broad job With a lot of responsibilities to it. They include administrative kinds of responsibilities, and those have to do with focusing on making sure that people understand policies and procedures, the things we do for quality assurance.

And you may be able to think of some other things that are a part of administrative supervision that you or your supervisor does. And if so, why don't you go ahead and add them to the list via the chat box and share those ideas with each other? Supervisors also oversee services and have a responsibility to make sure that every child and family has access to those supports and interventions that our program provides, and that things happen in a timely way. So that might include things like a procedure for doing intake with new families and children, times for doing observations and assessments, developing curriculum and environment strategies to support children, developing family partnership agreements, reviewing health plans and offering referrals as needed.

So, again, you may have other examples and things that you think are important that you can go ahead and share using the chat. And then, there's the reflective aspects of supervision. And this is really relationship-focused and on developing a safe and trusting relationship between the supervisor and the supervisees so that it's possible to explore the parallel process, how what happens in this relationship influences how the supervisee is working with families and children participating in the

program. And the job of the supervisor in doing this is to really remain attentive, to listen carefully, to be emotionally present and available, to build a safe and trusting relationship and help allow and help create an environment that allows the supervisee to look inward at intrapersonal things that come up, feelings and thoughts that come up inside them, as well as what happens between them and others.

Heath: One of the things that I love about this slide is really thinking about the different aspects of reflective supervision. And one of the things that I found as the director and in talking with folks on either the management team or with teachers and home visitors, was what their understanding was of reflective supervision -- And although many people say they practice reflective supervision, in my experience, I've found that most people practice the administrative and the overseeing services. It's the true reflective part that I find that our field in particular isn't really sure what that really means. And although it may be done on a more informal basis, it's one of those places that I think it's great for beginning discussion with your program and with your staff to really think about what it is we're talking about when we really talk about reflective supervision practices. And I think this list is a great beginning of that.

Nancy: Mm hmm, and in terms of, you know, we mentioned as we were getting started that we wanted to share with you some reflective questions that you can use to open up discussion of this. And so one of those reflective questions could be bringing people together to talk about what is supervision here in our organization? What do we think reflective supervision is, and how would it look here? You'll find those and other questions that are really useful in terms of moving forward in a handout that's also available for you to download if you have not already done that. And we'll be using some further examples from it.

Heath: When I was a director, I remember being a new director and asking folks within the program about supervision, and many of them said that they practice reflective supervision. And it wasn't about until a year later -- I made some assumptions thinking this is exactly what folks were doing within the program. But as I began to ask further reflective questions of my own and finding out exactly about the practices, that's when I truly got to see where people were at within the process of collaborative and reflective supervision and finding out that the reflective part was the part that we needed to really begin talking about and discussing.

Nancy: So, let's take a look at coaching. Coaching also can be thought of as having three aspects, and these aspects have to do with the central purpose of coaching, which is to recognize and strengthen existing knowledge and practices, develop new knowledge and skills, and to promote continuous self-assessment and learning in order to improve the quality of services. So, reflective supervision, which we were just talking about, is an approach that begins pretty much as soon as someone joins an organization and continues throughout the arc of their involvement with that organization, because that kind of professional growth that's supported through it is an ongoing need, where coaching is usually more time-defined. And so it begins with the recognition of a learning goal, and it ends when that goal has been met. And the three aspects of learning that coaching can address are the transfer of learning, which has to do with, you know, we spend some money, and we send everybody to training or bring a trainer in, and we have great workshops. And then what? People go into their classrooms or

their home settings, and they're confronted with challenges that weren't a part of the training, and they're not really sure what to do. So coaching helps you with those things that happen in real life and helps you connect what was learned to what's really happening so that you can make useful changes in practice. Another way that coaching is helpful is to offer just-in-time learning. You want an answer to a question that's emerged now, and coaches can work with you to gain the information needed. And then there's the fidelity to standards. We all hear a lot now about using evidence-based practices. And often, for them to achieve their goals, they have to be implemented very carefully. And if we're going to have to make adaptations, we have to make those very consciously with awareness of where they're going to get us. And so coaching can help with the process of implementing an evidence-based model for the classroom or for home visiting.

Heath: One of the reasons why we wanted to spend some time with you today talking about the three aspects of both reflective supervision and coaching, is one of the considerations that you're going to want to start thinking about as a program is, do you want to implement reflective supervision, and/or do you want to implement coaching? There isn't a right or wrong answer. The other consideration that many programs find themselves in is about resources. And is it the same people or the same person who provides reflective supervision? Is that the same person who's also going to provide coaching? And we find that many people early on will confuse the two and will really blend those into one. And although it's possible, and many programs do choose to have the same person providing both reflective supervision and coaching, we really want to spend some time today really thinking about what are the differences and the different purposes behind each and what you're trying to achieve as a result of that.

The other thing that we think is important is, is considering, will it be the same person or different people? For myself in the program that I worked in, we made a decision that we wanted to have it be different people for the reasons on these slides. We wanted to have someone who could truly provide reflective supervision, be different than the person who would work with our staff and coach our staff. That's an important consideration that you'll all want to think about as you begin your process of thinking through implementation.

Nancy: That's a great implementation question to bring up.

Heath: One of the things that strikes me as we think about both reflective supervision and coaching is relationships. It's something that's key in both of these practices and in both of the strategies and practices that we employ when we're implementing reflective supervision and coaching. It's important that relationships in the context that we have them, that we have safe relationships between someone's supervisor and the person that they're supervising, as well as with a coach and a coachee. It's important that we harness the power of those relationships to influence other relationships. So, today, we want to spend a little bit of time talking with you about relationship-based practices and how they're related to both reflective supervision and coaching.

Nancy: And, to me, one of the things that's really important about this, and I think to Heath, as well -- We've talked about this quite a bit. And that has to do with how relationship-based organizations

operating according to these principles that we're about to discuss sort of provide the necessary context for implementing coaching or reflective supervision. So, those practices will thrive when they're in an organization that's working in a way that's consistent with these two relationship-based practices. So, let's just take a look at -- "Well, she just said a bunch of things. What does she mean by that?" So I thought that maybe using a vignette to help these points come to life would be a good way to do it. So Heath and I are going to do that. So, this vignette is based in real life. It's not exactly from a real situation. We adapted it a bit for our purposes today. But we're going to talk about Sandra, who is the director of Children and Families First childcare program. She found this year that her 2- and 3-year-old school readiness scores are kind of low. In fact, they're low enough that the program's funding is in jeopardy. Well, that's not good, so she's thinking about what to do. She thought about how she sent the entire staff to three days of training on promoting school readiness in toddlers, and yet they're not really putting into practice what they learned. So, thinking about this and looking into it more, she realized that maybe the teachers need a little bit more support and that a coach could help them take the ideas and the skills that they practiced in that training and make them work in the classroom setting amidst all the challenges that teachers face every day. So she wants to hire a coach. She decides to talk it over with her supervisor. And they give some thought to where their organization has been going. Their organization has learned about these relationship-based principles and has adopted them as the way to go in order to guide program policy and practice as well as individuals practice. Well, this is a process, and they've been working on it for over a year, and they think that maybe the way to move forward with the idea of coaching is to use the principles to guide -- the principles of relationship-based practice to guide engaging the teachers in this whole process, which can bring significant change and certainly has a big effect on them. So, as you look at these, I hope you can read them.

The first principle says collaboration. And collaboration really speaks to everyone working together in partnership toward shared goals and a shared vision. And we're going to talk about a way that Sandra could use them as her meeting gets started to engage everyone in collaborating on this idea of coaching. Heath: Sure. And some of this information is on the handout Questions to Guide Developing a Shared Understanding. One of the strategies to think about as a program is defining what reflective supervision and/or coaching is for your program. There are professional definitions out there, and you can choose to adopt those professional definitions, like the ones we've provided to you. In the program I worked for, we felt like it was important to spend time really thinking through the definitions, and the folks -- The managers that I was working with who were leading the process, in particular implementing coaching, they really spent some time thinking through in collaboration with teachers, with home visitors, what that really meant, what -- How would we as a program define coaching, and what would that look like within our program?

So, even starting with a simple definition so that everyone is, from the get-go, being a part of what that will be within the program is a great starting place.

Nancy: So, one of the ways that Sandra used to get that conversation going was to say, "I don't know what your thoughts about or understanding of early childhood coaching is. So let's just talk about that. What comes to mind when I say it?" And that encourages an open conversation, and that kind of

brings us to our second principle, which is open communication. And open communication has to do with it's okay and encouraged to say what you think, to add your opinion, your ideas and your disagreements. And so, in this instance, the teachers shared that -- After they had the conversation that opened up about coaching, they shared that during their training and after it ended, they really weren't that sure what was expected of them next. And they also kind of felt like, okay, they were taught a lot about promoting school readiness, and it sounded like some good ideas, but they already had a lot they had to do. And it now was one more thing added to their already over-full days. And so, it was okay to have that conversation. And that kind of brings us to our next principle. These all relate to one another pretty closely.

Heath: Yeah, Nancy, I wanted to add something, although it's not related to coaching. If you remember, when you came out -- Nancy came out to the program that I was working with, and she did some training on reflective supervision. And in the middle of that training, one of our teachers stood up and bravely acknowledged how scary it was to hear about what we were talking about and even acknowledged and said, "You all are asking something of me that I'm not sure I can deliver." And for me, although a little scary to have somebody acknowledge that they weren't sure they were buying into what we were talking about, it was a moment of it was okay and safe for her to say how she was honestly feeling in that moment. And those are the places where you want to look to within your program to think about, how can you engage in dialogue with folks and be comfortable with even when people are not on board? Because part of implementing this is to help people buy into it, and you want to acknowledge where people start with from the get-go.

Nancy: Mm hmm, and that acknowledgement and understanding helps shape your planning so that when we think about -- And we'll come back to that point, because I think that's a really important one. So those kinds of comments, those that the teachers made in our example and the comment this teacher made, also helps us understand the impact of context. This principle I will say was a little -- This one took some work for me to understand, and I think it does for a lot of people. So I worked hard on this one, and I finally got that the context has to do with our surroundings. It can be our physical environment, where you're sitting right now.

But it also is your social and emotional environment and even the environment in the bigger community and in the country. So when there are funding cuts at the federal level, we're all affected. That's part of our context. When our organization decides to implement changes or has to implement changes, that's part of our context, and it has an impact. So in this meeting, teachers commented some more on how pressured they're feeling about all the many changes that had taken place in the past year with new expectations about screening procedures, new curriculums to implement, and new requirements and expectations for being home visitors as well as teachers to young children. And that was a lot, and now you're talking to us about having to do something about school readiness. And what is it you're demanding of us here?

And so Sandra was able to acknowledge the impact of all of this change on her, on the teachers, on the entire organization. And she asked some questions about what would be helpful, like would it be helpful if the coach that they ultimately engaged was able to help the teachers think of creative ways

to bringing these school-readiness strategies into their everyday routines that they're already using in the classroom. And that was a helpful conversation to have. Another of our principles has to do with respect for individuals, recognizing, respecting, and benefiting from the unique perspectives each person brings. So, teachers started generating some ideas during this conversation, and some of them had to do with, you know, we're each kind of really interested in and good at different things, like I really like storytelling. Maria really likes art activities. Joe is so good at reading with children and then acting out with puppets the story that's going on. Can we use those strategies? And Sandra thought that, you know, that was something to build on, that people wanted to bring who they were into this school-readiness effort.

And so why not have the coach help us with the strategies that the trainer presented, which were important, and as how we bring our unique selves and gifts into the classroom as we work together to support school-readiness for young children. So, continuous growth and learning really is about being committed to staying current in our knowledge and in our skills as well as open to new ideas, because sometimes we keep on doing what we've been doing because that's what we've been doing for 10 years, and we know it well. And so the idea was -- that became part of the conversation was that working with a coach allows us to continue our learning and takes it out of the formal setting of the training workshop room and into the settings where we're really doing our work. Go ahead.

Heath: I was just going to add that one of the things that I remember from the program that I worked in was we made a strategic choice to not require teachers to have a coach but that when a teacher was developing their professional development plan with their supervisor, that it was a resource that they could utilize within the program. And at first, we didn't get a lot of requests. We were actually a little uncertain if staff, if teachers, home visitors, would be really interested in coaching. But it only took one, and we asked a few teachers to if they would pilot with us. And once they went through the experience of having a coach, they were able to share their experience with other -- with their peers, and soon thereafter, we had more requests than what we had staffing to be able to meet the needs for. But it's one of those where, if as an organization you're empowering teachers, you're empowering home visitors to be responsible for their own growth, for their own continuous learning, that it can be a great resource if they're empowered to do so.

Nancy: Mm hmm, mm hmm. And I think that that ties into our idea of being committed to reflective practice, another principle of relationship-based practice and relationship-based organizations, is creating time and space to think carefully about and learn from the work. And one of the core ideas in coaching is that you get the time to think about what you did, why you chose it, what you were trying to achieve, how it worked. Did it work as intended? Do I want to try something else next time, so that this process of reflecting ties into our continuous growth and learning by helping us learn from the process of the work and really strengthens practice. And then, finally, high professional standards. And that encompasses a lot, also. It can be about our professional ethics. It can be about what we expect each other as a team. We want each other to contribute their best, right, and work for the best possible outcomes for the children and families. And hearing that one of the teachers commented that, you know, we're working with a lot of children and families that are living in very difficult circumstances and face a lot of inequities and injustices. And that can affect their school achievement

and that, in turn, will affect them their whole lives long. So that if we can really take advantage of every opportunity to prepare the children and their families for the children's success in school, we're doing what we're supposed to be doing. That's what we're here for. And so that was a call to high professional standards from her. So, I think that, you know, we just sort of wanted to provide that again as when you have an organization that's committed to each of these principles and then you introduce a process like coaching or like reflective supervision, that operates according to the same principles, then you've got one of the important seeds to success in place. Wanted to spend just a minute looking a little bit more closely at reflection. Any one of these principles, you could spend a lot of time looking at, and in the time we have, I wanted to talk about how reflection for, on, and in action makes a difference in professional practice and also for organizations. So, these are sort of three pieces that make up the whole of reflection. And when we're reflecting for action, we're doing what Sandra and her supervisor did and what Heath did in his program in getting ready to do something. You're thinking about what we want to achieve, how we're going to do it, what's likely to happen, what's our best way forward. And then you're getting yourself ready to act. When you're reflecting on action, you're thinking back. Okay, we did what we set out to do.

How did it work out? Do we want to make any changes? So, reflecting on action is an opportunity to make a correction, whether it's in an individual's professional practice or whether it's in things not going the way they thought with an implementation change, a plan or a policy change at the organizational level. So, taking time to reflect on action is important. And then, reflecting in action, that's the hardest part. And that's why we reflect on and for action, because what happens in early childhood practice? The unexpected, right? Things, something that's never happened before happens, and you have to adjust and adapt and deal with it in the moment, keeping your eye on your goal. So when you're able to integrate all that you learned from reflecting for action and reflecting on action, your reflections in actions get better and better, more and more effective. Same is true at the organization level, because what happens when you start rolling out a plan? Something rushes in from out of left field and can knock you off your feet, right? And it can take you away from continuing in your original purpose.

So, reflection in action at the organizational level has to do with taking that unexpected event into account. Maybe it's departure of a lead staff person that was key to the process. Maybe it's a change in funding that's available. Maybe it's a new direction that the community needs to you go in, and so you're working to do it. How do you respond to the unexpected and keep your eye on the prize, which is implementing the change that you started out? And that would call for reflection in action on the part of an organization. So we're going to talk some more about that in relation to, and Heath is going to lead us in this, in looking at a sample process for creating a shared understanding of relationship-based principles. Do you want to go back?

Heath: Yeah.

Nancy: Well, I just rushed ahead.

Heath: Sorry. I -- One of the things that I think is important as an organization is to discuss this particular slide and what you mean by reflecting for, on, and in action. And I think you're right that we're really good at for action, reflecting on it, and on action. But in the moment, truly reflecting and hearing, and it goes back to the principles of being in a relationship-based organization. And you mentioned about respect. And I remember we began implementing our coaching, and staff were communicating that there wasn't time. There wasn't time that they had to really be able to spend on reflection. They felt like -- We were videotaping. They didn't have time to watch the videos. They didn't necessarily have the time to truly spend with their coach. And so in respecting, in allowing that open communication, and in acknowledging in the moment, not after, not months later, but in the moment saying, what can we do about this challenge that we're hearing about? What are the options? And that's a true indication of a program reflecting in the moment, thinking about how they can adjust and adapt. That said, you have to with your team be okay with adjusting and adapting in the moment. And that's something to discuss on the onset, is as things come up, are we going to be flexible? Are we going to be okay with, we thought we were going in this direction, but now we need to think about moving in this direction. It doesn't mean we don't get to the end -- the same place by the end, but at this point, if we're truly reflecting in, are we going to be willing to make adaptations along the way? And having that conversation from the get-go.

Nancy: That makes a lot of sense.

Heath: We want to take a few minutes in talking about creating a shared understanding of the relationship-based practices. So we've put them forth out to you, and Nancy provided a vignette of an example of a director walking through and utilizing the practices within her program. We want to emphasize that it's important to spend time to learn about the relationship-based practices. What do they really mean? And what do they mean within your organization? Because they might not mean the same things to everyone within your organization. They might not match up with the organization next to you. And so a few examples here are to provide training and opportunities for staff to learn about relationship-based practices. Another great avenue is to think about discussion groups or study groups to think through, what does it mean? What do we mean when we say we respect each other? What do we mean when we say that we're going to practice, have reflection as one of our priorities within our organization?

Nancy: And I was wondering, maybe I could even share the example of how you did that, which I thought was an interesting one. There are publications available about reflective supervision, also about coaching. But in your example you were looking at in your case, you were looking at reflective supervision. And so members of the team that were involved in implementing this in relation to their staff came in. They sat and read together. Then they got into small groups and discussed what they found to be important in the chapter they had read and how they would use that in their work. And that sort of helped the whole process come very alive for them and for them to see what they were going to do as next steps.

Heath: Yeah, it was really a moment of encouraging and empowering our -- in that case, it was our site managers to really be a part of developing and thinking through, what did reflective supervision mean

to us, and in the context of relationship-based practices. The next thing we've added here is about assessing your current practice. And this is a step that many of us can miss along the way. We can say, "Oh, that's exactly what we want. Let's go there." But we need to take time to think about, where is your organization at today? So, if you think about the practices of reflective supervision, where is your organization in valuing growth, continuous growth, and learning? What are you currently doing that suggests that that's one of the things that you value? And what are you doing that suggests, I'm not sure we value that? And it's important to think about this not only from the organization, but how do individuals on your team feel? So, we throw around the word "respect" a lot in our organizations. Again, what do we do that shows that we respect our home visitors, that we respect our food coordinators? And what do we do that shows that we don't necessarily respect them? And let's ask them what they think about that. So really taking some time within your organization to truly assess what you have and where your -- Where's your starting place? Similar to think about your organizational values.

So, what are your current organizational values? And are they consistent? And if so, identify where they are consistent. And if they're not consistent with relationship-based practices, where do you need to change? What do you need to adopt or what do you need to think differently about to ensure that you are truly, truly thinking about all the practices and what they mean to your organization? This next one is one that I think we've been, in Head Start, talking a lot about, is vision, goals, and objectives. What are you really trying to accomplish? So, thinking about why is it that you want to implement reflective supervision. Why would you want to implement coaching? What is your end game? Where are you trying to get to? And put that in writing with your team so that you're not directing to your team, "Here's why we're doing it." But as a team, you're coming to a common shared vision saying, "This is why we're doing this. Here's the point. Here's where we're trying to get to within our program." And similarly, how will we get there? What are the goals and objectives that we will employ to get to that vision, to get to that place where we can say, a year from now, here's where we want our organization to be. Five years from now, here's where we'd like our organization to be.

Nancy: And those can be such useful milestones, because they allow you to reflect on what's been happening in order to reflect for what's coming and sort of say, you know, to what extent did we achieve this goal? Is it still a goal? Do we want to change it? Do we want to make some changes in what we're doing so we can put that goal more firmly in place? And so, this process then sort of involves some study of the organization, some awareness raising, some setting of vision and goals, and some organizing around that, and then using those to get moving and to look at progress and sort of keep track of it over time.

Heath: I think what we're saying here is, if you want to implement coaching, why are you implementing it? Are you doing it because it's what everyone else is doing? Are you doing it because that's what the latest and greatest thing is? What are you really trying to achieve? What's your goal? What is your objective here? And in essence, what we're really talking about is change, thinking through how to move your organization, your program, from where you're at today to where you want to be in three years or in five years from now. There's a big focus on school readiness. We know as programs are being held accountable to school readiness, there's a big focus on child outcomes, on family outcomes.

Nancy and I have put together this list of things for you to think about in planning for any changes within your program. These are some things that we learned by helping and assisting the program that I was working in, as well as that we've learned from others in our trainings together and hearing what has worked in the field. So, we've talked a lot about understanding others' perspectives. We've talked a lot about understanding the perspective of our teachers, of our home visitors. But do we take time to understand the perspective of families? An important question is, how are the families doing in our program? How are the children doing within our program? And asking them how are they doing? Also, others, and here it's important to think about others within your organization. You may be a stand-alone organization, but what about your board? What about your policy council? In addition, if you're part of a larger organization, what do other directors within your organization think? What does the chief operating officer think? What does the chief executive officer think? Those are people that you want to tap into as you begin thinking about planning for your change and understanding what their perspective is.

Again, we've talked about creating a shared understanding. I mentioned an example is starting right from the beginning with a shared definition. Here's where you want to engage, and you want to engage your managers, your supervisors. You want to think about creating study groups, providing training, so that you can all be on the same page from the get-go. I think we throw around the word "coaching" and expect that everyone knows what that means. Well, it's important to ensure that, right from the beginning, that everyone has that shared understanding of what is it that we mean by coaching.

People, if they don't know the details, they will make it up, and that can be very scary to them, is, oh, all of a sudden, this coach is going to come in. What is she going to do? Is she here to judge me? Is she going to tell my supervisor? What does this really mean, and what does this look like? This next one, I can't tell you how important it is to make sure that you identify who needs to understand, who you need to weigh in on your decisions, and who needs to buy into your decisions. And for us, it's thinking about creating a process that engages all folks within your organization. It's easy as the director to say, "Yep, here's the strategy we're going to employ." And it's easy to get your management team to think about how you might employ that. But you want to think through everyone within your organization and the impact that that will have on them. How will this impact your food coordinators? How will this impact your families? We added here to think about sharing the responsibility moving forward. So, I know, as a director, sometimes we take it all on, and we put it all on our shoulders. Or sometimes, as managers, we do that.

But we want to think about who is going to carry the message forward? Who will take the lead, and on which parts will they take the lead? I mentioned in our organization, we asked a few teachers to pilot coaching, and, as a result, they took the lead in advertising coaching. They took the lead on sharing their experiences with their peers. They were our advertisers of coaching in our program. So you want to think about who's going to take responsibility for which parts, and where are they going to do that?

Nancy: And I just was thinking, too, as you said that, sharing the responsibility also helps to begin to embed this into the structure of the organization so that, if everyone is knowledgeable about it, and

different people are taking on responsibility for different parts of the process, if one person does move to a new position or a new organization, the rest can carry on and keep the momentum going.

Heath: Right. And last thing that we added to this slide was to really think about the end user in mind. Have the end user in mind. So, if we're thinking about reflective supervision, what will this be like if you implement this strategy within your program? What will it be like for your home visitor? What will it be like for your teacher? What will it be like for your supervisors? So that when you think about the end user in mind, you're really thinking about, how will this impact them? What will that mean to their work? And by actually involving them in the process and asking them where they see the strengths and challenges are with implementing coaching, again, it's really thinking about how to develop something with the -- with having the folks who are going to benefit the most from it in mind. So we actually have an example here that we'd like to walk through with you around thinking about an end user within your program.

Nancy: Okay. So, this is an idea that I've learned and shared and found to be very, very useful. I've used it myself in a number of situations. Developing an empathy map is something you can do on your own as you're thinking about something you intend to do. You can use it with one other person, as we're going to demonstrate. Or you can even use this as a group activity in which everyone creates their own map, and from it, you develop a larger empathy map. So, as you can see, you start with a very simple drawing in the middle of a page. And, certainly, if you've printed out the slides and want to mark this up, go right ahead, or you can actually work along with us and create your own empathy map. Just pull out a blank sheet of paper and do that. That's fine. So, what we're going to do here is I'm going to ask Heath to think about the fact that we're planning on implementing reflective supervision in our program. We want to think about what the staff's perspective, particularly the teachers' perspective, may be on this. We may want to do other empathy maps for other members of the staff. We're starting with this one for this example.

So, what I'd like you to, Heath, is to get in mind a teacher that, to you, is quite representative of many of the teachers here. I'd like you to even think about how they look. You know, really bring them to life. And if we had a board, I would actually have you draw some features onto this figure that you see here so that we could really connect to this as a real person. So if you're actually sitting in your office or at home and you're thinking of somebody in your program, feel free to draw some hair, use some color, you know, draw their glasses and jewelry on, whatever to make it really look like the person you're thinking of. And also think about who they are in terms of the characteristics that might describe them, how old they are, what their gender is, how long they've been with the program, what their role and position is, what their educational background has been, anything else that in a sort of demographic way you feel like describes that person. So, as you're getting that person in mind, I'm just going to go ahead to our next slide where we'll see a little bit more detail. We're going to talk about this person. So, you feeling ready?

Heath: Yes, so, for me, the person that I'm thinking about is a teacher who, she is about 30 years old. She has been a teacher or an assistant teacher within the program for about five years now. And she's just been promoted to the lead teacher within a classroom. And the person that I have in mind, we've

asked her to try a pilot curriculum within the program, and we've asked her -- not only is she a brand-new lead teacher, we've asked her to try this pilot. She also has two brand-new assistant teachers working with her. So that's who I have in mind.

Nancy: Okay, so, I'm going to ask you a few questions, and we'll kind of see, you know, where we get as we consider these questions. So think about your -- this teacher that you just described, and what she does every day at work. What are a few of the things that she sees every day?

Heath: Sure, so, she happens to work in a public school setting, so she sees lots of children of different ages in an elementary school. She sees children in her classroom. She sees her assistant teachers within the classroom. In the classroom, what she's observing are children playing. She's seeing her teachers needing to change diapers and help toddlers with toilet training. She sees children who are happy. She sees children who are sad, at times. She sees families who come in and bring in their children on a daily basis.

Nancy: Okay. What are some of the things that she hears every day? We'll take maybe two or three of those.

Heath: Yeah, so, she hears laughter. She hears crying. And she hears her teachers talking about what they're doing with children.

Nancy: Mm hmm. Okay. And what are some examples of some of the things she's doing every day?

Heath: Sure, so, I'm thinking about that she's getting paperwork ready for the day. She's setting up her classroom and the environment, thinking about her curriculum. She is greeting children and families as they come through the door. She is holding children. She is engaging with children on the floor. She's helping children get ready for outdoor time. And the program I came from was in Maine, so that may involve getting children in winter coats and snow pants and hats and mittens. Those are the things that she's doing on a regular basis.

Nancy: You know, as I'm listening to this, I'm feeling more and more respect for how hard this teacher is working and how much she's doing every day. What are some of the things that she's saying?

Heath: I'm thinking about what she's saying when she's not with children at this point. That's the first thing that came to my mind. I think she's talking about her experience with children, what's going well, what's not going well. She's saying that she's stressed. She's saying that she doesn't have enough time in her day to get some of the things done that we're asking her to get done.

Nancy: And that's kind of getting us into this feeling part. Are there any other things that you think she's feeling as she does her work?

Heath: I think she's feeling conflicted. I think she's feeling -- She loves her work, but she's not feeling successful in her work. And she's beginning to have thoughts of, is this really what I want to be doing?

Nancy: Is she thinking anything else?

Heath: I think she's thinking about how to make it better. She's thinking about what's being asked of her. But most importantly, I think she's thinking about the children on a regular basis. That's who she carries home with at night, and that's who she's thinking about.

Nancy: So, we've really surfaced a lot of information here. And we're thinking about engaging this teacher and others who have similar concerns and experiences in bringing reflective supervision into our program. Based on some of what we figured out so far, what are one or two things we really should make sure to do in order to get her and the other teachers involved in this process as we're developing it?

Heath: I think it's important to think about time and to have conversations with her and the teachers about where are -- where can they fit this into their day, because to them, it may feel like we're adding one more thing. I think it's important to talk about the benefits as well as the challenges that they'll have in implementing reflective supervision. And I think that's related to time, in particular.

Nancy: So, it sounds like creating a place where people can voice those concerns and be heard with respect is really going to matter, and taking those concerns into account as we figure out how we're going to do this, because those are real concerns.

Heath: I think it's important for teachers to hear from other teachers about how it will improve how they feel, how it will improve their work on a daily basis. I can speak it as a director, because that was my personal experience. But saying that to a teacher, to say, "This is going to benefit you," they may not necessarily buy into that just because I said so. So I think having a teacher hear it from others. And it's unlike the coaching that we talked about, that I talked about, was once some teachers received coaching, they were able to talk about the benefits to them and how important it was to their work and how it made them feel better about their work, how it allowed them to relax and how it improved their work life.

Nancy: So, that directly addresses many of the issues that we brought up here. So, this was really useful, and we'll draw this to a close here. But I was struck even doing it as a demonstration and not in the real planning situation, I thought, that was so much valuable information that I could take into account as we worked -- presumably continued to work on developing a plan for implementing reflective supervision and actually engaging those who would be participating and developing it and making sure it worked for them. So I want you to -- I hope that you find this a useful strategy. It's one that you can reproduce and use for yourselves. And there certainly is information available about it. We have references at the end of these slides where you can look for more information on everything we've discussed, including this, so --

Heath: What I'm struck by is, it's not something that I personally thought about when I was a director. But in doing this example with you, it really strikes me as how important it could have been to me as the director in thinking about, let's implement this strategy, but let's implement it with the end user in mind. And it may have changed some of the approaches that we took along the way, had I really thought about the end user and what she was seeing, what she was saying, what she was feeling.

Nancy: Well, that was really a lovely reflection on action to think about, what did I learn from that experience? And what might I do if I was in a similar situation again? Yeah. So, we have a couple of things to talk about in closing about seeds for success. This clearly is one, making sure that we hold our end user in mind. And, Heath, you had some other things that you wanted to talk about in that regard.

Heath: Sure. So we've talked today about the principles of relationship-based practices. We believe it's one of those seeds for success in being grounded in what they are and what they mean to you and your organization. And is it something that you're going to bring in and adopt? And how will you adopt those principles within your organization? We want to make sure that if you're going to adopt, and we hope you do, the relationship-based practices, because we believe they're so instrumental to the success of reflective supervision and coaching. But if you do, think about your leadership. Think about, does the director exemplify the practices? It's not to say that a director has to be perfect, but are they somebody who practices respecting other individuals within your program? Are they somebody who values continuous growth and learning? And not only the director. Think about your managers. Think about your supervisors. Think about the leadership within your agency. We talked some today about the process. And when we were talking about reflecting in action, we were really thinking about that this is a process. There's no right or wrong answer. There's no, "You start here, and you take step one, step two, step three, and you'll automatically get to the end point." But think about it as a process. Think about it as how you want to start and what your plan is going to be. But you may need to deviate from that plan, as well.

Nancy: And it may take longer than you thought, originally.

Heath: Absolutely. Actually, when Nancy started to help our program, we thought we could get it all done within one year, and we would be into full implementation. And what we realized is that it really took one year to get our supervisors on board with reflective supervision. In coaching, it really took a year to plan for it. Mention developing a plan. I think it's important to put a plan in writing. It's something that everyone can tangibly see and that you can talk about, "How are we doing with this plan?" And if we're going to make course corrections or if we're going to adopt something or take a different strategy, then document that so that it's visible and clear to everyone on your team. We want to think about resources.

So, we talked about the teacher and having the time to implement reflective supervision, having the time for coaching. You want to think about your resources as, does your program have the money to dedicate staff time towards these practices? And where is your expertise within your program? Who do you have on your team who already has the capability and the skills, and who on your team do you want to help support and develop in those ways? You want to think about commitment. I can't say this enough. Is your team -- And by team, I don't just mean the director and managers. I mean the director, the teachers, your food coordinators, your home visitors. Is everyone committed? And checking in about that commitment, checking in with each other about where you're at in the change process. And what are you going to do when you face the unexpected? So, when it gets challenging, is everyone going to be committed to continue trying, to continue working on it to make it better? Talked about collaboration. Involve the full team. There are different places where it's important to involve

managers, it's important to involve the end user. So I can't say this enough that it's important to think about that true collaboration at all levels within your organization. And, lastly, what we'd like you to think about is flexibility, that it's okay to change course. It's okay to, even though you thought you were going in this direction, it's okay to look at your data and your information and say, "We're going to go off in this direction." That flexibility as you implement both of these strategies will be important to your program's success.

Nancy: So, seems like a lot happened in this past hour already, and some more will happen next, because I believe that there are some questions. And so we have about 15 minutes to take some questions and see if we can come up with responses that are useful to those questions. So go ahead.

Moderator: Yes, the chat box is really lit up. People were really enjoying what you were saying and had a lot of questions for you. So, a lot of the chat involves sharing how difficult it can be when staff take on multiple roles. They are the ed manager, disabilities manager, supervisor, and coach, and they are overwhelmed. So what can you say to programs to help with this?

Nancy: Okay, I think you had some direct experience with that. Do you want to talk about that?

Heath: Sure. So, when we decided to think about coaching, it was easy to look at a manager and say, "Sure, you can add that to your job responsibilities." And what we found was that it was too difficult, that even though we thought somebody could do coaching part-time, that really their management work always pulled them. It always pulled them away from being able to do coaching. And, fortunately, when the sequestration money returned, we were able to use some of the sequestration dollars at that time to develop a stand-alone coach position. What I would say to programs right now is to think about, what's your vision? Where are you trying to get to? And if one of your visions is to improve relationships, is to improve how we interact with children, and coaching is the strategy that you want to employ, then you want to look at your resources and really think through not adding one more thing. I was a firm believer that we wanted to keep the person supervising our teachers and our home visitors separate from the person who was coaching. It doesn't have to be. There are programs who are very successful with blending or braiding those roles. For our program, we found that it was best to support our teachers and home visitors with folks in separate roles.

So I can't say for sure how you can -- without knowing the particulars of your program, where the resources may come from. But what I can say is it's important to dedicate the resources if you want to implement coaching, in particular, or reflective supervision. Do you build in the time? And one of the things I remember thinking about with teachers is, I'd often hear, "I'm too busy, I don't have time. Can we reschedule supervision for today?" And it's not to say that I wouldn't, but they'd say, "Oh, let's do it in three weeks." And my response was often, "How about in the next day or two? When might you have time?" Because I found that's when folks needed and wanted reflective supervision. And when you had that opportunity to sit down for an hour, they felt much better about their work, and they felt like, walking out, they could do better work moving forward.

Nancy: And as one other thought, there are programs now, Early Head Start and child care programs in the Baltimore area implementing SEFEL, Baltimore and throughout Maryland, actually, who have been

looking hard at how helpful it is to have an outside coach, so to hire someone who serves in a consultant role to the organization and provide that support without someone within the organization trying to take it on. So I say that just to say there are a variety of ways to approach that big dilemma. That was a great question.

Heath: So, in your program, those are things that you can think about using your training and technical assistance dollars for.

Moderator: So, related to that, people were asking how much do you pay a coach? And you may not be able to say that, one answer for everybody, certainly. It depends on the model. But they want to know, how much do you pay a coach? How many hours a week? And do you offer the opportunity to existing teachers or home visitors? Do you hire a sub to come in as those individuals are pulled out for coaching? So they're just wanting some of the maybe more specific logistics about how you think about that.

Nancy: I would say those are the right questions, among the right questions, to be asking, right? Because as we saw, there are many questions. This is getting down to the nitty-gritty of, you know, what should this job be? And so I would say that I would kind of make -- In order to figure out what to pay, what qualities, characteristics, background, and expertise does this coach need to have? And how does that compare to similar levels of expertise, background, education, et cetera, for other roles in the organization or within other programs in the community if your organization doesn't have a similar role? So, in some ways, thinking about what would the ideal coach be able to do. That's not exactly the job description, because that may be a little overwhelming. But just that list of, what do we want them to bring with them that they can then do for us? A

nd what would be be their compensation for that, I think would be a good way to go about arriving at a figure. I think that I kind of want to say it depends for many of the questions, because how many hours a week do you need might relate to how many staff you want to have able to take advantage of the coaching opportunity and how frequently you want them to participate. So, again, it's kind of like figuring out a caseload for a home visitor, where you want to think about how much time the coach will spend face-to-face, and how much time will the coach spend preparing and maybe doing some follow-up for each person that they coach? How much paperwork or record-keeping will be involved so that you can arrive at a figure. Do you want to add anything to that?

Heath: Yes, so, I think it's important to think about all of these things. The other thing that I'll add is distance. So, one coach may be able to enter a building, and there may be 10 classrooms in that building, versus another program, you might be miles from each center. And so that's something to factor in. Our program was a rural program, or is a rural program, and so we have one coach, and we assign them to 8 to 10 people -- 8 to 10 teachers or home visitors at any one time. It didn't mean that they couldn't, throughout the course of the year or beyond a year, that they couldn't interface or interact with -- It's not to say that they would only interact with 8 to 10 teachers within the course of that year. And maybe for this three-month period, they're working with these 8 teachers, and then the next three months, they're working with some of those teachers, but then they've brought on new

teachers, as well. So, that's our experience. I've heard examples as many as 15. But again, I think it depends on how often does the coach go out, and how often will the coach and the coachee interact with each other? Regarding rates of pay, I believe in the program I worked for, we paid our coaches at the same level of a site manager position. And I would actually advocate for paying them at the level of a program manager, because that's that level of experience you're looking for.

Moderator: Okay, thank you. So, you mentioned home visitors as well as teachers, so someone's question was how to use this in a home visiting program when they have home-based option exclusively? But to add on to that, as well, and you help people think about, what does that look like if they have the family child care option, and how might they use these principles in working with family child care providers?

Nancy: Mm hmm. I think that the principles probably are applicable to any setting that the work might be happening in. I think -- You know, and certainly say if you think differently, Heath. But I think that what happens is maybe the logistics of delivering the service start to shift because of the setting. And because you might be very closely involved maybe even in somebody's home with the coaching you're providing, if it's a family child care home, thinking about how you create a safe and respectful relationship, which is really what forms the basis that allows the learning to happen. You know, it may take some consideration.

It's a little bit different to come in there than to come into a center-based setting. And with home visitors who are largely out in the field, I think time comes up as a different kind of challenge in terms of needing to keep up with a certain caseload, and people are needing and expecting that. So how and where do you carve out time, and then where do you meet? And what's agreeable to both people, and what creates a confidential setting? So, do we use a facility that is part of the larger organization or some other setting? And something we didn't mention but is an option is to think about, can I coach two or three people together, you know? And can I facilitate their sharing with each other and their helping one another learn as well as supporting each of their learning? And that can be a way of finding some time efficiencies in the coaching process.

Heath: I think it's important to think about what you're coaching for. So with a teacher, we're often coaching for how are they interacting with children? How are they supporting children? How are they building those relationships with children? With a home visitor, questions may be how are they supporting families? How are they interacting with families? How are they developing their relationship with their family? I will say that it's not necessarily every family is open to this. But in my experience, some families will say that it's okay. And you want to ask for that permission for a coach to come in with a home visitor and be present so that they can observe that interaction live, just like we do with teachers. I agree you can do coaching in that group setting, and that's one resource. But there's nothing like being able to see a home visitor interacting with a family live, in person, in a home, and you can coach for that.

Nancy: Yes.

Moderator: Wonderful, thanks. So, there's a question here from Sam, who says, "How transparent should this coaching process for teachers be to the parents and the children? If coaching results in a change in procedures or atmosphere in the classroom, how should that be framed for the children or parents?"

Heath: So, I think about, certainly, a staff person's professional development plan is not something that you want to air out, so, to everyone. But what you may want to involve parents in is what is happening in the classroom, and not necessarily the teacher's performance in the classroom, but it may be -- I know with preschool, for instance, we talk about class a lot. And a lot of the coaching practices have been implemented to support improving class. And so with infants and toddlers, let's talk about the relationships and that we're working to improve relationships, because we know that infants and toddlers, they grow and develop best when they have good, solid relationships with their teachers. And sharing that with families and sharing that we're bringing in support that is not about someone doing something wrong. It is about supporting growth and development so that we can all do better moving forward.

Nancy: And I think another frame that can be useful is, you know we always, you know, periodically have inservice days, and the teachers attend that and bring new information in the classroom. And this is a classroom-based inservice for the teachers that helps them do that in the setting your children are in every day and with an eye on, you know, what's the best. How do we stay at the front of the best practice with children and families?

Moderator: Okay. Let's see. So, Sarah wants to know -- Oh, I'm sorry, I already asked you Sarah's question about -- She had asked about the home visiting.

Nancy: Okay.

Moderator: So, this individual, Hope Carolyn -- "I'm a licensed psychotherapist and have been trained in motivational interviewing. And I'm noting many similarities in the implementation of reflective practice. If you're familiar with this technique, can you provide me with the differences between the two practices, motivational interviewing and reflective supervision?"

Nancy: You know, I would say I have some familiarity with motivational interviewing. I have been to some training about it. It's not an approach I've implemented myself. So you, the person asking the question, might actually be a more knowledgeable commentor on this. But I think that there may be some shared strategies when you think about motivational interviewing, looking for the energy and the commitment and the interest of the person you're working with, to work toward a goal that they care about. And I think the other thing that's important, as I understand motivational interviewing, is creating readiness. So, people come to an intervention and therapy with different levels of readiness to change. And part of motivational interviewing might be helping someone move forward with and strengthen that motivation, finding their own reasons why making this change might be important. And I think, similarly, in coaching, sometimes we are talking about making changes, adding new practices, stopping doing something an old way. And so creating some interest in and some motivation for trying something new, the strategies of motivational interviewing could be useful in that regard.

And, in fact, I just read, in terms of coaching in general, not necessarily early-childhood coaching, a comparison of typical coaching strategies and those in motivational interviewing. And there was a great deal of similarity. So what I would say is, just in thinking about this question, is that being knowledgeable about motivational interviewing would certainly help in crafting coaching responses. And in reflective supervision, there are times when that would be equally useful. Okay, I think there may be some difference in terms of looking for what's the agenda of the supervisee and what they see as most important right now, and what's going to be most useful to you in this supervisory discussion. I don't, you know -- I'm not saying that doesn't happen in motivational interviewing, because that would be a place where I don't think I know that strategy as well. That's possibly a somewhat different approach to getting the conversation going. Okay.

Moderator: Great, thank you. Marie wanted to know, is there some kind of guide or workbook to guide one through the reflective process to prepare for the reflective supervision meetings with the supervisors?

Nancy: Mm hmm. Well, there are some really great publications about reflective supervision. A couple of them are available through Zero to Three and are referenced in our references and sources. So, they not only include chapters with great content, but they also have useful exercises, activities, self-assessments. And, in fact, one of these was the one that Heath's group used in their study and discussion. And so, the one that I'm thinking of is by -- Let's see if it's listed here. I'm looking closely at the screen, which might look a little funny as you're watching. By -- It's "A Practical Guide to Reflective Supervision," and it's edited by Sherryl Scott Heller and Linda Gilkerson. And Trudi Norman-Murch and Mary Claire Heffron also authored a book, called "Reflective Supervision and Leadership in Infant and Early Childhood Programs." There are some sort of monograph-size publications developed by Rebecca Parlakian and some other co-authors that look at different aspects of relationship-based and reflective practice and have some useful content as well as assessments, and as well as sample activities and exercises. So I think that all of those would be excellent resources and references. And there similarly are some publications listed in these references that can serve as guides to coaching as well, by Marilyn Chu and also by Dathan Rush and his co-author M'Lisa Shelden. So, all great questions. I think we're -- Do we have time for more?

Moderator: Just one more.

Nancy: That's okay.

Moderator: I know we're out of time. I'm going to ask one more. So, can you share some of the effects you've observed as a result of implementing reflective supervision in a program?

Nancy: Okay.

Heath: So I think it's important to think about what data you want to collect. And, so, we know that there's a lot of research now already on coaching and the effectiveness of coaching, but you want to think about how it's working within your program and thinking about that data that you want to collect. Unfortunately, I don't have that information, because I'm no longer the director of the program

that I worked for. I can only speak to things that I observed. And what I observed was, and heard from teachers, is they felt a lot better about their work. They felt valued and heard within their work. They felt that they had an opportunity to think through what was going on in their day-to-day interactions with children and with families. They felt like that there was a sense of the program really cared what was happening and really wanted to get a sense for what was happening and how we could make improvements for everyone, for teachers, for children, and for families. When I left the program, we had just begun implementing coaching, so I don't have that information specific to the program I worked in.

Nancy: I can speak a little. In addition to these experiences, I've had the opportunity to work on implementing reflective supervision with some programs in Baltimore, Maryland. And they were three very different programs. One was a child care program in a shelter, a program that provided shelter for people that had experienced domestic violence and provided longer-term housing for them, as well. The child care program -- There had been quite a bit of struggle about the relationships among the staff and the parents, that there was tensions and conflicts there. And there was some difficulties among the staff. Their supervisor began, with training and some ongoing consultation, to implement reflective supervision with her staff.

And so that had to do with talking about what it was and why they were doing it and why relationships mattered, and then meeting with each teacher individually once a month, which worked for their program. And then having me come in as the "outside expert" a couple of times to just orient staff to these ideas, why they mattered and why the teachers themselves were so important to developing these effective relationships with parents, which in turn supported the children's sense of safety and their healthy growth and development. I was amazed to see how much progress they were able to make. And in the course of it, they lost some teachers, talking about effect, because some teachers didn't want to go along with it, and they ended up having to bring in some new staff and orient them. But what else happened was, throughout the larger organization, they were making an effort to become a more trauma informed facility. And they were able to see this internal demo of the difference reflective supervision was making and start looking at how to adopt it.

And they recently posted a job position for a reflective supervisor to work with their clinicians. And I thought, "Wow, oh, that's great." And another of the programs was a small treatment unit within a larger university that treated children who had been victims of child maltreatment and brought in children and parents together. They began to rethink how they ran their meetings, what they addressed in supervision, and how they engaged -- They had a lot of students that would rotate through. How could they bring them in, orient them to relationship-based practice and reflective supervision in hopes that they would then carry that with them? So they began changing even the kinds of questions they asked of people they were interviewing to bring in and then very consciously teaching these strategies within their meetings and using them, as well as using them in individual supervision. And another program was a mental-health program treating young children, older children, teens, and families. And the big thing for them was creating a reflective opportunity for the supervisors themselves so that they could connect, they could talk openly. And what they created is a safe opportunity within a larger structure that wasn't always that supportive of them. And it was

interesting, indeed, to me to see how they made use of that and how they made plans to continue providing that for one another once the consultation opportunity was gone. So, those are some outcomes that I've observed.

Heath: Some data I've worked with programs on is thinking about professional development plans and the goals set in professional development plans and comparing when you have a coach working with a teacher, compared to teachers who aren't working with a coach, how likely are they to achieve their goal? Another sample that I've worked with a program on is tracking teacher turnover. And, so, if you implement reflective supervision, does that promote teachers to stay and to feel better about their work versus when you didn't have reflective supervision, what was your teacher turnover?

:So, those are some examples that I've worked with programs on thinking about that data that you want to collect.