

Program Leaders’ Guide to Practice-Based Coaching Crosswalk			
3 Ps of PBC	Program Planning for PBC Focus	Questions for Program Leadership	Program Leader’s Guide
Preparation	Forming a PBC implementation team	Do you have a team of stakeholders that can make decisions about and monitor the implementation and effectiveness of coaching? What roles are represented on your PBC implementation team?	pp. 11 – 12
	Developing a plan for implementing PBC [Specific components of the plan are identified below]	How are you planning to deliver coaching, to whom, and to support what effective practices?	Flow charts • pp. 18, 26, 30
	Clearly articulated goals for coaching	What is the focus of coaching (e.g., social emotional teaching practices, literacy development teaching practices) in your program? How does the focus of coaching align with the program’s school readiness goals?	pp. 11 – 12
	Alignment of coaching and other professional development activities	How does coaching connect to other professional development activities (e.g., support implementation of practices from workshop training)?	pp. 11 – 12 pp. 18 - 21
	Identifying teaching practices to support through coaching	What are the specific practices that coaches will be supporting staff to implement?	pp. 11 – 12
	Developing policies on supervision and coaching	How will coaching and supervision be separated?	pp. 13 – 14
	Developing communication systems	How will everyone be informed about the policies and communication systems for coaching?	pp. 13 – 14
	Ensuring manageable caseloads	How many staff members will each coach work with? Will the coach have additional duties? Does the coach have enough time to provide “intensive coaching” to the number of coachees s/he has on his/her caseload?	pp. 15 – 17
	Developing policies on supervision and coaching	How will coaching and supervision be separated?	pp. 13 – 14
	Finding resources for coaching	How will you fund coaching? What resources do you need for the coaching delivery you are planning?	

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Personnel	Identifying coachees	Who will be coached? How will you use data to determine which staff will receive "intensive coaching"? How will you ensure that coaching is not punitive?	
	Identifying coaches	Who will be a coach? What are the qualifications to be a coach?	pp. 22
	Training coaches	Have coaches attended a PBCTI or other PBC Coach Training?	pp. 22 - 24
	Training coachees	How have coachees been introduced to coaching? Are coachees aware of their responsibilities in the coaching process?	pp. 24 - 25
Processes	Monitoring coaching activities	How will the implementation of coaching be monitored? What data are you collecting on the implementation of coaching? How will these data be analyzed and used?	pp. 27 - 28
	Evaluating coaching effectiveness	What data are you collecting on the effects of coaching on teaching practice implementation? What data are you collecting on the effects of coaching on child and family outcomes? How will you analyze and use these data for program improvement?	pp. 28 - 29