

Coaching Corner Webinar Series: Starting Strong with Practice-Based Coaching

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What We Will Cover Today

- Preparation: How do I prepare for PBC?
- Personnel: Who is involved with PBC?
- Processes: What processes for PBC should I consider?



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Program Leaders' Guide

The image shows the cover of the 'PROGRAM LEADERS' GUIDE TO PRACTICE-BASED COACHING' and its table of contents. The cover features a green circle with the title. The table of contents lists sections such as 'Introduction', 'Program Overview', 'Program Goals', 'Program Objectives', 'Program Components', 'Program Implementation', and 'Program Evaluation'.

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The Three Ps = Management Systems

The diagram illustrates the 'Three Ps' (Preparation, Personnel, Principles) leading to 'SUSTAINED QUALITY COACHING'. This is equated to a circular 'Management Systems' diagram. The Management Systems diagram includes components like 'Leadership & Governance', 'Quality Care and Services', and 'Professional Learning'. The center of the Management Systems diagram is labeled 'Quality Care and Services'.

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Preparation

The diagram details the 'Preparation' phase for 'SUSTAINED QUALITY COACHING'. It includes a list of key actions:

- Determine how coaching is integrated into the PD plan.
- Determine how coaching will support achievement of school readiness goals.
- Establish guidelines that create an environment for successful implementation of EBC.

The diagram also shows 'PROFESSOR' and 'TEACHER' boxes connected to the 'SUSTAINED QUALITY COACHING' circle.

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Preparation: Who's on your team?

Practice-Based Coaching Implementation Team



- Executive Director
- Head Start Director
- Governing Body Representative
- Coach Representative
- Coachee Representative
- Directors/Managers from where coaching will occur
- Human Resource Representative
- Fiscal Operations Representative

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Preparation: What's in your plan?

Practice-Based Coaching Implementation Plan

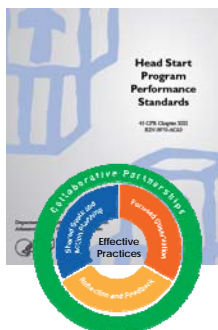


- Focus of Coaching
- Delivery Formats
- Identify Coaches
- Identify Coachees
- Monitor/Evaluate Coaching
- Equipment/Resources Needed
- Introduction of Coaching to Staff
- Schedule for Coaching
- Support for Coaches

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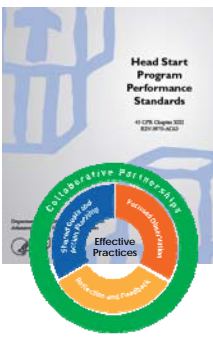
HSPPS: Coaching



1302.92(c) A program must implement a **research-based, coordinated coaching strategy** for education staff

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HSPPS: Coaching


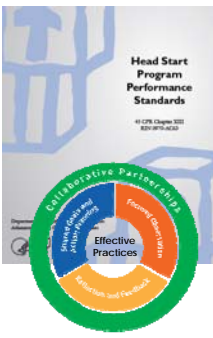



1302.92(c)(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

1302.92(c)(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

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HSPPS: Coaching


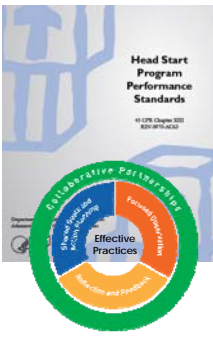



1302.92(c)(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (1) of this section that:

- (i) Align with the program’s school readiness goals, curricula, and other approaches to professional development;
- (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;

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HSPPS: Coaching

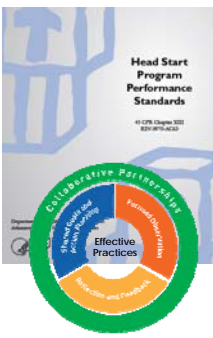



(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,

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

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HSPPS: Coaching



1302.91(f) Coaches. A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

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Preparation: How will coaching be delivered?

Coaching Partners

- Expert
- Peer
- Self

Delivery Method


- On Site
- Distance

Grouping

- Group
- Individual

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Preparation



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The Three Ps: Preparation

- How does PBC fit in our PD plan?
- What coaching delivery methods will we use?
- What resources do we have available?
- What guidelines will we establish for PBC?
- How will we get input from and communicate to stakeholders?



Chat: Prepare

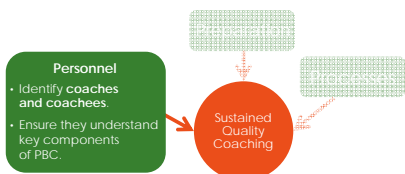



What does your team need to do to **prepare** for coaching?


What are the major tasks to undertake when **preparing** for coaching?



Personnel: Who is involved with PBC?




 **The Three Ps: Personnel**




- Who will coach?
- Who will be coached?
- How will you prepare coachees and coaches?


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 **Identifying Coaches**


- Experience with young children
- Knowledge of the curriculum
- Understand adult learning principles
- Experience with policies, procedures and culture of grantee
- Supervisors who coach



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 **Identifying Coachees**

- Not everyone receives coaching.
- Staff member may be a good candidate for coaching when he or she:
 - Is interested
 - Needs support
 - Has concerns about child outcomes progress



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Let's Chat: Personnel



What do *you* think are some important characteristics to have in a **coach**?

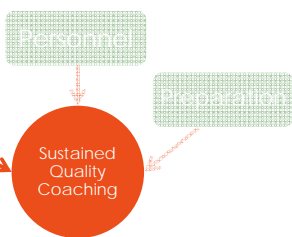
What are the major tasks for your PBC implementation team in identifying and training **coaches**?



Processes

Processes

- Gather information about implementation of PBC.
- Use implementation data to connect coaching to changes in teaching practices and attainment of school readiness goals.





What processes for PBC should be considered?

How will your program use data to:

- Plan for coaching?
- Evaluate coaching implementation?
- Evaluate coaching impacts?





Let's Chat: Processes



What are the major tasks for your team in using **data**?

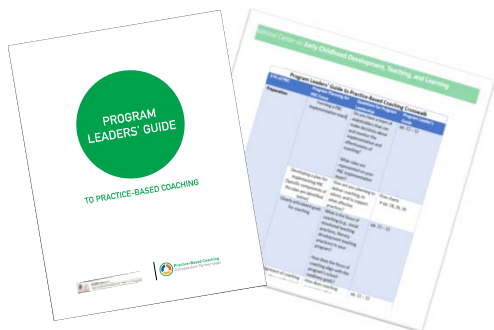
What needs do you have related to gathering and using **data**?

Resources





Program Leaders' Guide





A community to support Practice-Based Coaching implementation.

- Networking
- Sharing of resources
- Extension of professional development provided through PBC Training Institutes

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