

Practice-Based Coaching (PBC) is a collaborative, cyclical process that supports early childhood practitioners to use evidence-based practices to improve outcomes for children. It includes strengths and needs assessment, shared goal setting, action planning, focused observation, reflection, and feedback. Practitioners and coaches report that implementing PBC with fidelity leads to meaningful improvements in practice and increased learning outcomes for all children. Further, practitioners report that coaching is valuable and often identify it as one of their best professional learning experiences.



Program-wide implementation of the Pyramid Model includes establishing a supportive, sustainable professional development system that integrates PBC as a core element. Creating a climate where coaching is prioritized and valued as a safe space for learning equips programs with the tools to communicate its value and embed it into the program so that all staff can benefit. It takes time, planning, and purposeful discussions with all team members to establish a climate of coaching success.

When program leadership teams learn about PBC, they often become excited to implement PBC immediately. It will be important to be planful and purposeful in the way coaching begins. Reviewing the program's Benchmarks of Quality and the implementation plan will help the team stay organized.

## Program-Wide Resources for Planning

- ▶ [Early Childhood Program-Wide PBS Benchmarks of Quality v. 3.0](#)
- ▶ [Leadership Team Implementation Plan Form \(Editable\)](#)
- ▶ [Pyramid Model Early Intervention \(Part C\) Benchmarks of Quality \(BoQ\) Form](#)
- ▶ [Leadership Team Implementation Plan \(EI, Editable\)](#)
- ▶ [Program Leadership Team Guide to Implementing Practice-Based Coaching within the Pyramid Model](#)
- ▶ [School Leader's Guide to Professional Development and Practice-Based Coaching](#)
- ▶ [Early Interventionist Practitioner Coach Guide](#)



# Communicating the Importance of Coaching

Program leadership teams can help all staff understand the purpose and process of coaching. When leadership teams share the “why” of coaching, they communicate that coaching is critical for implementing evidence-based practices. Knowing that time is a valuable resource, leadership teams can use a range of formats to share information on PBC.

## How to communicate

- ▶ Share the program-wide leadership team’s mission statement with all staff and explain the role coaching plays in achieving the program-wide goals.
- ▶ Share the [Practice-Based Coaching: What Teachers Want to Know](#) fact sheet with classroom staff or the [Practice-Based Coaching: What Early Interventionists Want to Know](#) fact sheet with early interventionists.
- ▶ Share videos on coaching and Pyramid Model practices, videos, and webinars that staff can watch when it fits in their schedule (e.g., <https://www.challengingbehavior.org/document/a-great-coaching-story-downloadable/>).
- ▶ Have discussions with all staff or small groups of staff where feedback can be provided, and questions can be asked by all.
- ▶ If a practitioner has been coached previously (e.g., in a previous program or position), invite them to provide a testimonial or personal story during a staff meeting or email blast about how coaching impacted their practice or was a positive experience for their learning and growth.



## Important messages to communicate

- ▶ **Safe Space:** The leadership team’s message is that coaching is a safe and supportive space for learning. Practitioners need to feel safe trying out new practices and approaches in their work. Coaching should be separate from any supervision or job evaluation.
- ▶ **Shared Ownership:** The leadership team communicates the importance of shared goals in the collaborative partnership. Goals are not assigned; they are co-created. This buy-in is essential for long-term practice change. Practitioners should have opportunities for voice and choice regarding the coaching delivery format and the coaching strategies they receive. Coaching agreements should be shared before the first PBC cycle begins.
  - [Classroom version](#)
  - [EI version](#)
- ▶ **Time:** The leadership team commits to allocating time for coaching and to creating feasible coaching caseloads and schedules. Leaders can create conditions that enable coaches to dedicate time to coaching and provide protected time for practitioners to engage in reflection and planning. The leadership team consistently checks in on coaching schedules and communicates changes.

## Getting Everyone Ready for Coaching

Program leadership teams can provide all staff with the necessary resources and dedicated time to complete training in Pyramid Model practices prior to starting PBC.

- ▶ Provide access to e-modules  
<https://www.pyramidmodel.org/online-courses-epyrmid/>
- ▶ Do lunch and learn sessions for staff to learn Pyramid Model practices  
<https://www.challengingbehavior.org/implementation/coaching/pbc/#videoWebinar>
- ▶ Provide professional learning days for staff to learn Pyramid Model practices  
<https://www.challengingbehavior.org/training/for-trainers/modules/#preschool>
- ▶ Provide make-and-take opportunities where all staff can learn about practices and create materials they can use to implement a specific Pyramid Model practice.
- ▶ Create opportunities for learning and sharing that are ongoing.



All staff should receive information on Pyramid Model practices, even if the program does not have the resources to start coaching all staff at the same time.

## Supporting Practitioners During Coaching

Once all staff understand and commit to implementing the Pyramid Model, the program-wide leadership team will be responsible for creating a climate in which coaching is safe, beneficial, and never punitive. Leadership teams can:

- ▶ Allow practitioners to determine when they receive coaching support.
- ▶ Encourage practitioners to collect self-reflection data and use that data to create goals and action plans with their coach.
- ▶ Share coaching data or coaching videos only with the practitioner's permission.
- ▶ Allocate time for practitioners to work with their coaches during their regularly scheduled workday.
- ▶ Obtain practitioner preference on coaching delivery when multiple options are offered (<https://www.challengingbehavior.org/document/making-decisions-about-the-delivery-of-practice-based-coaching/>).
- ▶ Consistently check in with practitioners to ensure coaching supports their learning and specific goals.

## Celebrating Coaching Successes

The program-wide leadership team should collect coaching data and implement plans and processes to share coaching successes across the program. By implementing a dedicated communication plan, the leadership team ensures that coaching achievements are celebrated with all program staff, coaches, and families.



The types of data shared around coaching will depend on the questions the leadership team wants answered about PBC and the message they want to convey about coaching. Coaching data that is shared with others should never include the names of practitioners or coaches!

## Data tools used to celebrate coaching success include

- ▶ Practitioner Coaching Log (e.g., time dedicated to coaching, completed coaching cycles, action plan goals completed, number of practitioners receiving coaching)
- ▶ TPOT/TPITPS/EIPPI (e.g., growth in implementation of practices)
- ▶ Surveys (e.g., coach and practitioner satisfaction surveys)

## Ways you might share your coaching success include

- ▶ Email blasts
- ▶ Shout out in the program newsletter
- ▶ Celebration bulletin boards
- ▶ Infographics posted on the program's website or social media page  
<https://www.challengingbehavior.org/document/infographics-for-sharing-data/>

## Coaching Communication Planning

Use the questions below to document the ideas your leadership team plans to implement as you build your professional development system and a communication plan to share PBC efforts with staff. The leadership team can add these action items to their implementation plan as they work to grow and nurture the coaching climate.

### Planning questions to consider

- ▶ How will we communicate the purpose and process of coaching to the staff?
- ▶ What message will we communicate about PBC?
- ▶ How will we prepare staff for coaching?
- ▶ How will we support staff during coaching?
- ▶ How will we celebrate coaching efforts and successes?