

Program Implementation Coaching



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Introduction

Program Implementation Coaches are pivotal in supporting the program-wide implementation and scale-up of the Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children (Pyramid Model). Their work involves guiding leadership teams through implementation stages as they implement and sustain the Pyramid Model framework. In addition, they also might provide training events to build the capacity of practitioners and programs in their use of Pyramid Model practices. Program implementation coaches should go to the [For Trainers section](#) of the NCPMI website, to access downloadable modules and for resources related to training.

This NCPMI *Program Implementation Coaches Resource Collection* provides program implementation coaches with selected tools to support their work with state, community, and program-wide leadership teams. The collection supports the coaching and consultation of programs from exploration, installation, and initial implementation to implementation, sustainability, and scale-up. The resources, predominantly found on the [NCPMI website](#), provide content to support program implementation coaches as they work with program leadership teams, behavior support specialists, practitioner coaches, and other personnel within Pyramid Model programs. In addition to these resources, all the materials provided by the National Center for Pyramid Model Innovations are relevant to the activities of the program implementation coach.

Find program implementation coaching resources on the [NCPMI Program Implementation Coaching](#) webpage.

Resource Table

Resource Key:

-  fact sheet |  form |  guide |  tip sheet |  tool |  training module |
-  video |  webinar |  webpage

Program Implementation Coaching: The Basics	Implementation Science	Tools and Supports to Guide Program Leadership Teams	Data Tools for Program Implementation
 Program Coach: Guiding Program-Wide Fidelity Video	 Implementation Stages Planning Tool	 Program-Wide Implementation of the Pyramid Model	 Roadmap #7 – Data Decision-Making and Program-Wide Implementation of the Pyramid Model
 Pyramid Model: Roles and Responsibilities of the Program Implementation Coach	 Active Implementation Formula Framework Overview (Modules)	 Program-Wide Leadership Team Implementation Manual	 Program Implementation Coaching Log (log, spreadsheet, analysis)
 Program Coach Scope of Work	 SISEP Implementation Stages Video Series	 Program Coach and Implementation Site Agreement	 Early Childhood Program-Wide PBS Benchmarks of Quality (tool, spreadsheet, analysis, planning)
 ECTA Professional Development Network of Program Implementation Coaches	 Roadmap #6 - Roadmap to Statewide Implementation of the Pyramid Model	 Program Leader's Guide to Practice-Based Coaching	 Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ) Cultural Responsiveness Companion
 ECTA Professional Development Network Q & A	 Practice Guide to Supporting Implementation	 Implementing the Pyramid Model: Data Informed Decision Making for School Teams	 Family Child Care Home (FCCH) Program-Wide PBS Benchmarks of Quality (tool, spreadsheet, analysis)

Program Implementation Coaching: The Basics	Implementation Science	Tools and Supports to Guide Program Leadership Teams	Data Tools for Program Implementation
 Early Childhood Implementation Snapshots, No. 3: Professional Development Network of Program Implementation Coaches	 Implementation Support Practitioner Profile	 Developing a Child Guidance Policy	 Pyramid Model Early Intervention (Part C) Benchmarks of Quality (tool, spreadsheet, analysis, planning)
 Program Implementation Coaches and Pyramid Model Implementation, Sustainability and Scale-Up	 Equitable Implementation Guide	 Effective Teaming Strategies	 Implementing the Pyramid Model Community-Wide: Benchmarks of Quality (tool, spreadsheet)
		 Leading by Convening	 Behavior Incident Report (system and resources)
		 Authentically Partnering with Families as Valued Members in Pyramid Model Implementation	 Digging into Data Webinar Series
		 Program-Wide Leadership Team Manual for Early Intervention (Part C) Services – coming soon!	 Data Culture Toolkit
			 Look! Think! Act! Using Data for Program Improvement

Resource Details

Program Implementation Coaching: The Basics

These resources help program implementation coaches understand their role and the responsibilities of building the capacity of leadership teams in Pyramid Model implementation.

About the terminology: The program implementation coach (PIC) plays a critical role in the statewide implementation and scale-up of the Pyramid Model. They are the professional development experts responsible for providing training to increase understanding and application of Pyramid Model practices and coaching for establishing high-fidelity implementation of the Pyramid Model in programs. Unlike practitioner coaches, who provide coaching on practice implementation, program implementation coaches focus their coaching efforts on leadership teams (program and community) to implement the model program-wide or community-wide. The PIC provides ongoing updates to the State Leadership Team (SLT) on implementation needs and progress of communities and programs. Program implementation coaches might be referred to by other titles, including program coach, process coach, systems coach, or external coach.

Program Coach: Guiding Program-Wide Fidelity Video



video

Source: NCPMI

Description:

This video provides an overview of a Pyramid Model program implementation coach and their requirements and responsibilities.



Pyramid Model: Roles and Responsibilities of the Program Implementation Coach



Source: NCPMI

Description:

This fact sheet describes program implementation coaches' various roles and responsibilities and their work with state, community, and program leadership teams.

Pyramid Model: Roles and Responsibilities of the Program Implementation Coach	
The Program Implementation Coach has a unique role in the state-wide implementation and scaling of the Pyramid Model. The role of the Coach is to support the implementation of the Pyramid Model across the state.	
Program Implementation Coach	Practitioner Coach
<ul style="list-style-type: none"> • Leadership Team practitioner coach • Leadership Team teacher coach • Principals and the Local Leadership Team 	<ul style="list-style-type: none"> • Statewide implementation experts • Collaboration with practitioners to identify and scale effective practices
Program Implementation Coaches might also have responsibilities in the State Office of Early Learning and Community-Wide Leadership Team (CLT) as well as state and program implementation. Program Implementation Coaches might also have responsibilities in the state office of early learning and community-wide leadership team. The following boxes communicate all responsibilities as described in the table below.	
Community-Wide Implementation or Program-Wide Implementation: What's the Difference?	
Community-Wide Implementation is a state-level responsibility. View the full description of the responsibilities	
Good: Implementation of the Model. Many states have a state office of early learning and community-wide implementation that oversees all early childhood programs or is a community-wide implementation team that oversees all early learning programs and oversees implementation across multiple regions and programs.	Good: States often work for programs for Pyramid Model implementation. Many states have a state office of early childhood education, a program implementation team, or a state office of early learning that oversees the state-wide implementation of the Pyramid Model.
Elements: Implementation in CLT and/or:	Elements: Implementation is a program within the state office of early learning and/or:
<ul style="list-style-type: none"> • Building implementation activities • Establishing and supporting implementation sites • Developing and supporting implementation teams • Developing professional development and program implementation resources • Monitoring and supporting implementation 	<ul style="list-style-type: none"> • Staff build • Implementation of Pyramid Model practices • Statewide professional development • Statewide implementation • Ongoing data collection and data documenting
Programmatic Implementation Coaching:	
<ul style="list-style-type: none"> • Program Implementation Coach • CLT • State office of early learning and community-wide implementation 	<ul style="list-style-type: none"> • Program Implementation Coach • CLT • State office of early learning and community-wide implementation
The CLT provides services of Program Implementation Coach to schools with implementation needs.	

Program Coach Scope of Work



Source: Early Childhood Technical Assistance Center (ECTA) & NCPMI

Description:

This fact sheet outlines program implementation coaching activities.

ecta Early Childhood Technical Assistance Center
Professional Development Network
Program Coach Scope of Work

The Early Childhood Technical Assistance Center (ECTA) assists implementation sites in ensuring that all practitioners are implementing the selected evidence-based practices (EBPs) with fidelity. The ECTA Professional Development Network (PDN) is a statewide support structure of professionals who will provide professional development and program coaching to build the capacity of implementation sites.

The network consists of experienced professional development providers (or program coaches) who will be responsible for training program leadership teams, other trainees, and practitioners on the use of evidence-based practices (EBPs). The program coaches will be responsible for coaching on the use of practice-based coaching to ensure the high-fidelity use of the EBPs in their programs.

Program Coach Activities:

- Monitor services with an emphasis on tracking, monitoring, and technical assistance events (leadership team training, coach training, data coordinator training, practitioner training).
- Promote implementation of evidence-based practices (EBPs) in the network sites.
- Provide program coaching to support implementation site leadership teams.
- Provide program coaching to support implementation site practitioners.
- a. Assist implementation site with product and report development.
- b. Assist implementation site with professional development and practice-based coaching.
- c. Monitor implementation site.
- d. Provide assistance to data coordinator in using data systems and preparing data for reporting.
- e. Support leadership team in using sites for decision-making and reporting.
- f. Assist implementation site with product and report development.
- g. Plan future training events.
- h. Provide technical assistance to build site training capacity.
- i. Provide virtual coaching events to build practice based coaching capacity.
- j. Provide virtual coaching events to build implementation capacity.
- k. Conduct program-wide implementation events to build the capacity of program implementation sites.
- l. Provide ongoing, sustainable consultation and guidance to trainers and coaches within the state.

Program Coach Qualifications and Skills:

- Coursework in early childhood education or a related field
- Experience in working with implementation sites, practitioners, and their families
- Experience as a teacher or administrator in an early childhood setting
- Experience with observational assessment tools
- Experience working with children with special needs

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ECTA Professional Development Network of Program Implementation Coaches



Source: Early Childhood Technical Assistance Center (ECTA)

Description:

This ECTA website describes the professional development of program implementation coaches as one of the four essential support structures in statewide implementation.

ecta Early Childhood Technical Assistance Center
Improving Systems, Practices, and Outcomes

Professional Development Network of Program Implementation Coaches

The Professional Development Network of Program Implementation Coaches (or program coaches) is one of the four essential support structures in statewide implementation. The PDN provides training to increase understanding and application of evidence-based practices and coaching to support high-quality implementation at sites.

Program Coach Quality Assurance Webinar: a video recorded by the National Center for Pyramid Model Innovations

ECTA Professional Development Network Q & A



Source: Early Childhood Technical Assistance Center (ECTA) & NCPMI

Description:

This fact sheet answers commonly asked questions about professional development networks.

ecta Early Childhood Technical Assistance Center
Professional Development Network Q & A

What is the Professional Development Network?

To build state-wide capacity for implementation of evidence-based practices (EBPs), the state must include a statewide support structure that provides professional development, technical assistance, and program coaching to sites, practitioner coaches, and practitioners.

The network might include professionals who currently are in training and technical assistance (TTA) providers, or those who are currently providing professional development, technical assistance, and program coaching to sites, practitioner coaches, and practitioners. The network could include specialists who focus on the delivery of specific implementation activities. The network might include individuals who are not currently providing any element in their service provision to build the capacity to ensure deep implementation of EBPs and to support the professional development of implementation coaches.

The professional development network will be involved in both training and program coaching to implementation sites and practitioners. Because the professional development network is a statewide support structure, the network will be in a critical position to bring information about local implementations to the State Leadership Team (SLT) and the National Center for Pyramid Model Innovations (NCPMI). The network will be in a critical position to bring information about the barriers to implementation that are being encountered, and the supports needed by implementation sites to address these barriers. The network will be in a critical position to provide the barriers to implementation that are being encountered, and the supports needed by implementation sites to address these barriers to the National Center for Pyramid Model Innovations (NCPMI) and the National Center for Pyramid Model Innovations (NCPMI) to provide the resources and mechanisms for obtaining feedback from the network, and working formally with the network, while the network is developing professional development training.

How are Network Members Selected?

Members of the professional development network should have the background, knowledge, experiences, and training needed to fill this critical role in the statewide implementation process. Criteria for selection should include the following: the member should have a broad geographic representation to ensure that members are included who can bring unique knowledge and training that might be needed (e.g., ability to work with tribal programs, expertise in specific areas).

The knowledge, skills, and experiences that will be important for network members are:

- Experience implementing EBPs in EC settings (e.g., Head Start, child care, or a related field)
- Experience working with young children with special needs
- Experience working with families of children with special needs and their children
- Experience leading or participating on collaborative teams
- Experience providing technical assistance across diverse EC settings

¹ Implementation sites refer to the programs that are selected for the implementation of EBPs. Programs might be an early intervention program, a child care program, a Head Start program, or a related field. The term implementation site refers to the program that is being implemented, and the term implementation coach refers to the professional coach who is working with the program and supporting the implementation process that are used by practitioners who work with the program.

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Early Childhood Implementation Snapshots, No. 3: Professional Development Network of Program Implementation Coaches



Source: Early Childhood Technical Assistance Center (ECTA)

Description:

This ECTA Implementation Snapshot spotlights resources and voices from the field on the professional development of program implementation coaches.

ecta Early Childhood Technical Assistance Center
Improving Systems, Practices, and Outcomes

Early Childhood Implementation Snapshots, No. 3: Professional Development Network of Program Implementation Coaches

Early Childhood Implementation Snapshots, No. 3: Professional Development Network of Program Implementation Coaches

ecta Early Childhood Technical Assistance Center

by Angie Van Pelt

The Professional Development Network of Program Implementation Coaches (PDN) are professional development experts responsible for providing training, and coaching to implementation sites. The PDN provides training to increase understanding and application of evidence-based practices and coaching to support high-quality implementation at sites.

Program Coach Quality Assurance Webinar: a video recorded by the National Center for Pyramid Model Innovations

Program Implementation Coaches and Pyramid Model Implementation, Sustainability and Scale-Up

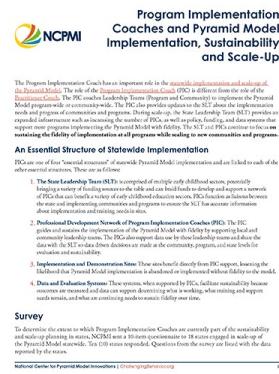


i fact sheet

Source: NCPMI

Description:

This fact sheet describes how states are implementing, funding, and planning for the expansion and sustainability of their program implementation coach network.



Implementation Science

Implementation science is a field of study that focuses on bridging the gap between research and practice. Implementation science provides guidance and activities that facilitate implementing and using evidence-based practices. Pyramid Model implementation efforts are more likely to be successful if program implementation coaches understand the stages of implementation: (1) planning and installation, (2) implementation (initial to full), and (3) scale-up and sustainability. This allows the PIC to enact coaching efforts in a sequence that aligns with each implementation stage.

These resources help PIC understand that successful implementation will happen in stages and takes consistent commitment, time, effort, and resources. The resources describe in detail the stages of implementation and offer tools to help guide leadership teams in developing effective implementation plans.

Implementation Stages Planning Tool



Source: NIRN

Description:

This resource is designed to support identifying the current stage and implementation planning and improvement. It includes a flow chart to determine the current stage, an implementation stages checklist, and an outline of expected stage-based outcomes.



Active Implementation Formula Framework Overviews (Modules)



Source: SISEP

Description:

This resource provides six comprehensive *Active Implementation Formula Framework Overviews* modules with accompanying PDFs and resources.



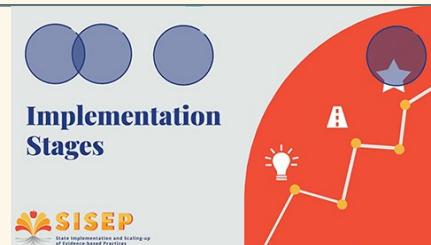
[SISEP Implementation Stages Video](#)



Source: SISEP

Description:

This video describes the factors necessary to improve student outcomes through the active implementation formula. This video follows a school team and maps their implementation efforts across the formula.



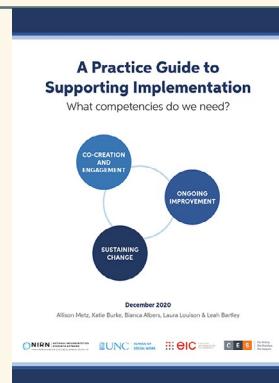
[Practice Guide to Supporting Implementation](#)



Source: NIRN

Description:

This guide can be used by practitioners interested in developing their capacity to facilitate and support implementation change. The guide identifies the competencies that implementation support practitioners need to guide effective implementation and scale-up of evidenced-based practices.



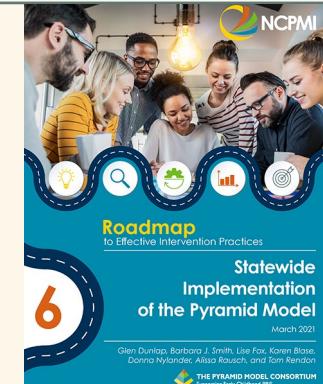
[Roadmap #6 - Roadmap to State Implementation of the Pyramid Model](#)



Source: NCPMI

Description:

This document is a guide – a “road map” – for implementing widespread use of the Pyramid Model. The roadmap provides information on the stages of implementation, referring to the major steps that must be followed in any effort of high-fidelity implementation of an evidence-based practice.



[Implementation Support Practitioner Profile](#)



Source: NIRN

Description:

This profile outlines the competencies needed to build the capacity of practitioners and communities to effectively implement a practice.



Equitable Implementation Guide



Source: Collaborative for Implementation Practice

Description:

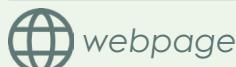
The *Equitable Implementation Guide* provides a reflection tool and resources for implementation coaches and others who are interested in equitable implementation to center and advance equity throughout their work with communities, organizations, and funders.



Tools and Supports to Guide Program Leadership Teams

A major role of the program implementation coach is guiding program-level leadership teams. In program-wide implementation, a leadership team guides the implementation of the critical elements or infrastructure of support necessary for implementing the Pyramid Model. The leadership team, with representation from program administrators and practitioners, is engaged in an ongoing process of supporting the implementation of the Pyramid Model and using data-informed decision-making to guide implementation efforts and monitor outcomes. The program implementation coach is the “guide on the side” that supports the team in understanding and enacting the stage-based activities for implementation and sustainability.

Program-Wide Implementation of the Pyramid Model



Source: NCPMI

Description:

This web page provides multiple resources to support the program-wide implementation of the Pyramid Model. It includes definitions of key terms and fact sheets to help teams begin their implementation process.



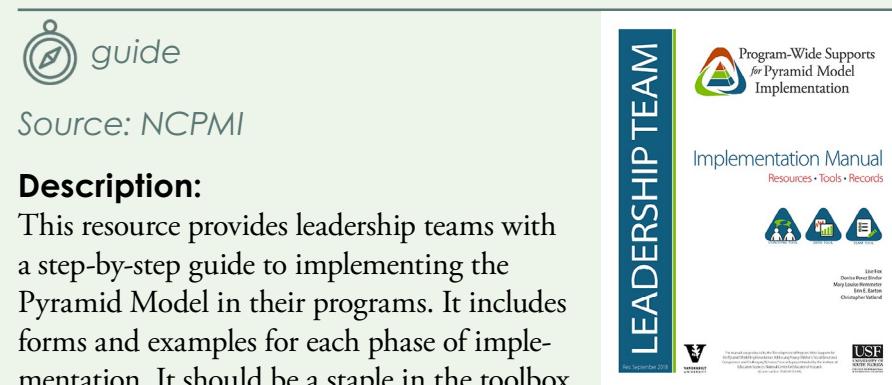
Program-Wide Leadership Team Implementation Manual



Source: NCPMI

Description:

This resource provides leadership teams with a step-by-step guide to implementing the Pyramid Model in their programs. It includes forms and examples for each phase of implementation. It should be a staple in the toolbox of program implementation coaches as they begin to support program-wide leadership teams.



Program Coach and Implementation Site Agreement



Source: Early Childhood Technical Assistance Center (ECTA) & NCPMI

Description:

This resource allows program implementation coaches to review roles and responsibilities when they first begin their work with a leadership team.

 ecta <i>Early Childhood Administrative Center</i>	 Practical Administration
<h2>Program Coach and Implementation Site Agreement</h2>	
<p>Program Coach Site implementation site is assigned at least one Program Coach (additional coaches will be awarded depending on need). The Program Coach will conduct site visits and provide support to the implementation site to facilitate the timely implementation of the selected evidence-based program. The Program Coach will provide each program an average of 18 hours per month. These hours are to be used in a variety of ways including, but not limited to, one-on-one support with the program administrator, and can consist of visits to the program, afterhours support, telephone support, and/or email support (e.g., for questions on program implementation, data entry, staff development, etc.).</p> <p>Filing out and submitting the Implementation Site and Program Coach Agreement: the implementation site and the Program Coach will file out and submit the Implementation Site and Program Coach Agreement. Both parties will sign the agreement and return it to ecta. Both parties are comfortable with the terminology used in the Program Coach Match. Please let your program, your Program Leader, ecta, and the Program Coach know if you have any questions or concerns about the Program Coach Match or the Implementation Site and Program Coach Agreement.</p> <p>Program Coach and implementation site and coach: please contact [phone number] or [email address] if you have any questions or concerns about the Program Coach Match or the Implementation Site and Program Coach Agreement.</p> <p>Program Coach and implementation site and coach: check off those you agree to incorporate into your coaching agreement.</p> <p>I, as the Program Coach, agree to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be a professional manager by honestly and accurately accounting for my time expended in the implementation of the program and the program agreement. <input type="checkbox"/> Be respectful by keeping program details confidential. <input type="checkbox"/> Be supportive of the Program Leader Team by providing support, resources, resources, and guidance as requested. <input type="checkbox"/> Be supportive of the Program Coach by providing support, resources, guidance in practice-based coaching, and feedback in a timely manner as requested. <input type="checkbox"/> Be prepared to develop goals and action plans with the program based on needs that the implementation site has identified and then be signed on. <input type="checkbox"/> Be available to the implementation site for consultation and support. <input type="checkbox"/> Offer agreement(s). <p>I, as the Administrator, agree to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include the Program Coach in implementation site leadership team meetings 	

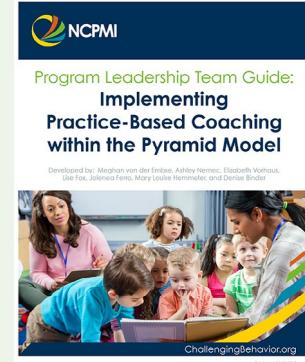
Program Leader's Guide to Practice-Based Coaching



Source: NCPMI

Description:

This resource provides Pyramid Model leadership teams with guidance for implementing practice-based coaching within their programs and developing plans for three essential elements of coaching: 1) getting ready for coaching, 2) enacting coaching, and 3) evaluating coaching.



Implementing the Pyramid Model: Data-Informed Decision-Making for School Teams



Source: NCPMI

Description:

This tip sheet provides guidance on data that school leaders should gather and use to make decisions about implementing the Pyramid Model.

The diagram illustrates the Pyramid Model for School-Based Decision-Making. At the top is a blue pyramid labeled "Implementing the Pyramid Model: Data Informed Decision-Making for School Teams". Below the pyramid, the text "Implementing a data-informed system of support (MPS) to promote positive student outcomes requires data informed decision-making at all levels of the system, from the school to the classroom and individual student. Similarly, when schools adopt a whole school or district approach related to a concern area (e.g., literacy, behavior, data collection on the implementation of instruction or intervention) with fidelity and the effects of the intervention or intervention implementation are evaluated, the data collected can be used to inform the decision-making process. This data can then be used to inform the next steps in the process, which should be guided by school-based leaders for decisions related to implementing the Pyramid Model." is displayed. Below this text, the pyramid is divided into three horizontal sections: "School Leader", "School Team", and "Individual Student". Each section contains a bulleted list of actions:

- School Leader:** "Ask what data we have to answer three key questions:
 - Are we doing what we say we do? (Implementation and Instruction fidelity)
 - Are we doing what we do well? (Effectiveness)
 - Are we doing what we say we do for whom? (Equity)
- School Team:** "The school leader provides a range of resources for addressing critical areas related to Pyramid Model implementation in practice and kindergarteners. These data reduce evaluation questions related to fidelity, implementation, and outcomes. The school team can then use this information to fidelity, training, and coaching changes in teacher practice, and overall outcomes."
- Individual Student:** "Data are collected on the implementation of instruction or intervention for individual students with fidelity. This data can then be used to inform the next steps in the process, which should be guided by school-based leaders for decisions related to implementing the Pyramid Model."

Data to Address Fidelity and Outcome Questions

Professional Development		
Content	Tools	Measures
Did we provide training in Pyramid Model practices with fidelity?	District or school developed fidelity shadowing or the outcome of training scores	• % of planned content and activities the team provided
Did we teach the training in Pyramid Model practices with fidelity?	District or school developed training evaluation	<ul style="list-style-type: none"> • % of teachers who rated the training as relevant • % of teachers who rated the training as useful • % of teachers who rated the training as effective

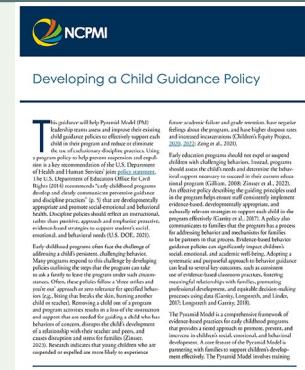
Developing a Child Guidance Policy



Source: NCPMI

Description:

This guidance will help Pyramid Model leadership teams assess and improve their existing child guidance policies to effectively support each child in their program and reduce or eliminate the use of exclusionary discipline practices.



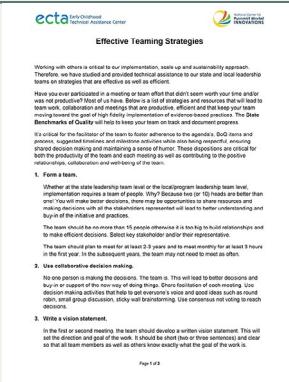
Effective Teaming Strategies



Source: Early Childhood Technical Assistance Center (ECTA) & NCPMI

Description:

Conducting effective, productive, and relational meetings is foundational to implementing the Pyramid Model. This set of guidelines for facilitating meetings is evidence-based and practice-based and, when implemented, will result in meetings where people feel their voices are heard and that produce outcomes.



Leading by Convening



Source: NCSI



Description:

This website provides a detailed framework for guiding systems change. It is an excellent resource as program implementation coaches begin guiding different teams that will always have different strengths and needs.

Authentically Partnering with Families as Valued Members in Pyramid Model Implementation



Source: NCPMI

Description:

This resource collection offers information and materials for programs to use as they authentically partner with families to implement the Pyramid Model. These resources ensure that each family's "voice and choice" is considered in the planning, developing, and evaluating Pyramid Model activities, programs, and systems.



Program-Wide Leadership Team Manual for Early Intervention (Part C) Services – coming soon!



Source: NCPMI

Description:

Leadership team manual for implementing the Pyramid Model within Part C early intervention programs.

Data Tools for Program Implementation

Data decision-making is a foundational element of the Pyramid Model. A major role of the program implementation coach is guiding leadership teams and personnel in using data tools and the data from those tools for decision-making. These resources provide the program implementation coach, program leaders, and practitioner coaches with data-gathering tools, spreadsheets, and displays that facilitate data decision-making.

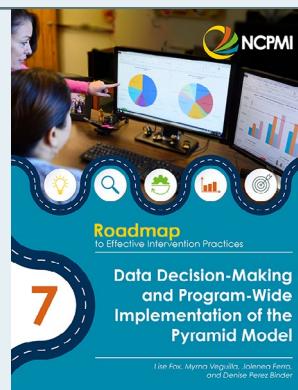
Roadmap #7 – Data Decision-Making and Program-Wide Implementation of the Pyramid Model



Source: NCPMI

Description:

The NCPMI *Roadmap on Data Decision-Making and Program-Wide Implementation of the Pyramid Model* provides programs with guidance on how to collect and use data to ensure the implementation of the Pyramid Model with fidelity and decision-making that improves the provision of implementation supports, delivery of effective intervention, and the promotion of meaningful child outcomes.



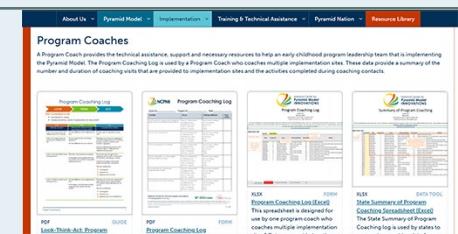
Program Implementation Coaching Log (log, spreadsheet, analysis)



Source: NCPMI

Description:

The program coaching log is used to track coaching activities with an implementation site. This suite of resources includes the program coach log for print, the spreadsheet that program coaches use to enter their data, and the *Look-Think-Act* guide for data analysis.



Early Childhood Program-Wide PBS Benchmarks of Quality (tool, spreadsheet, analysis, planning)



Source: NCPMI

Description:

The *Early Childhood Program-Wide PBS Benchmarks of Quality* (EC-BoQ) is designed to help classroom programs evaluate their progress toward implementing the Pyramid Model program-wide. In 2017, this tool was revised to include critical elements to address issues related to equity and culturally responsive practices. Each program's leadership team completes this checklist to assess progress along the nine critical elements of implementation. The initial administration of the benchmarks provides teams with a baseline on program implementation status and guidance for developing initial implementation plans. This suite of resources includes the measure, a spreadsheet for entering and graphing scores, a *Look-Think-Act* guide for data analysis and decision-making, and an implementation plan form.



Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ) Cultural Responsiveness Companion



Source: NCPMI

Description:

The *EC-BoQ Cultural Responsiveness Companion* is a resource for coaches and teams implementing the Pyramid Model to improve the fit of their Pyramid system with the needs of each and every child and family. It is not an additional fidelity of implementation measure but rather an action planning resource that teams can use to improve their implementation. Teams may use this tool either during the initial Pyramid Model implementation to build cultural responsiveness into systems from the beginning or after initial implementation to enhance equity within existing systems. The tool is aligned with the *Early Childhood Program-Wide Benchmarks of Quality* (EC-BoQ) so teams can adapt the core Pyramid Model elements to make them more culturally responsive.



Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ)

CULTURAL RESPONSIVENESS COMPANION 2021



Family Child Care Home (FCCH) Program-Wide PBS Benchmarks of Quality (tool, spreadsheet)



Source: NCPMI

Description:

The *Family Child Care Home Program-Wide PBS Benchmarks of Quality* is used by a family child care home provider to identify and track the critical elements for implementing the Pyramid Model in their program. This suite provides the tool and a spreadsheet for data entry.



Pyramid Model Early Intervention (Part C) Benchmarks of Quality (tool, spreadsheet, analysis, planning)

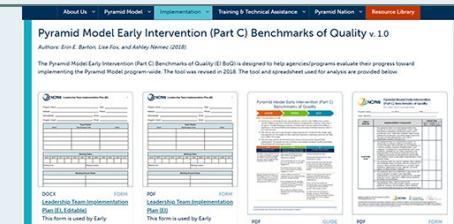


Source: NCPMI

Description:

The Pyramid Model Early Intervention (Part C)

Benchmarks of Quality (EI-BoQ) is designed to help early intervention agencies or programs evaluate their progress toward implementing the Pyramid Model program-wide. Each program's leadership team will complete this checklist to assess progress along the six critical elements of implementation. The initial administration of the Benchmarks provides teams with a baseline on program implementation status and guidance for developing initial implementation plans. This suite of resources includes the measure, a spreadsheet for entering and graphing scores, a *Look-Think-Act* guide for data analysis and decision-making, and an implementation plan form.



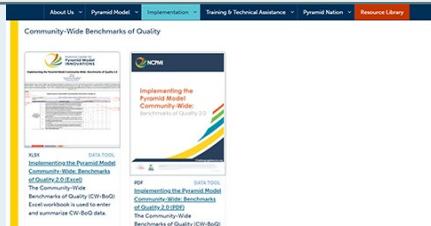
Implementing the Pyramid Model Community-Wide: Benchmarks of Quality (tool, spreadsheet)



Source: NCPMI

Description:

The Community-Wide Benchmarks of Quality (CW-BoQ) was developed to provide community leadership teams (CLT) with a tool to identify the critical elements for implementing the Pyramid Model within early childhood education and care programs across the community. This tool might be used by a regional entity that has oversight for early childhood education programs in an area (e.g., county, service district), by a school district or Head Start grantee that has classrooms across multiple schools and programs, or by a community-level cross-sector team that has been formed to implement and scale-up Pyramid Model implementation.



Behavior Incident Report (system and resources)



Source: NCPMI

Description:

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not directly related to children's learning, but are related to the environment. The system provides a mechanism for collecting data on behavior incidents related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and response to the behavior). In addition, these data provide summary information on the frequency of behavior incidents over time and an analysis of potential equity issue by calculating disproportionality related to race, ethnicity, IEP status, gender, and child language.



Digging into Data Webinar Series



Source: NCPMI

Description:

The *Digging into Data* webinar series provides webinars that explain the use of various Pyramid Model tools and how to use them for data-informed decision-making.



Data Culture Toolkit



Source: DaSy

Description:

The Center for IDEA Early Childhood Data Systems (DaSy)

Data Culture Toolkit provides information, guidance, and templates for leadership teams to build data feedback systems to inform their implementation decisions. The toolkit is organized around key steps for building a culture of data use for state and local teams.



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Data Culture Toolkit
Daily Toolkit + Data Culture

Overview: Supporting State and Local Data Use
The *Data Culture Toolkit* is designed to support state and local data teams to help Part C and Part B ECE programs build a culture of data use for state and local teams. The toolkit is organized around key steps to building a culture of data use in your state or local team. Each step includes an overview, considerations, and resources (e.g., videos, infographics, templates) with tips for how to use them. Using these tools, agencies will be able to 1) increase the participation and focus of their data teams and 2) review and improve data quality and the processes used to gather, monitor, analyze, and use data.

Strong data culture results when an organization believes in continuous improvement and regularly puts that belief into practice.

Culture does not change because we desire to change it. Culture changes

Look Think Act



Source: DaSy

Description:

These resources from the Center for IDEA Early Childhood Data Systems (DaSy) on the look-think-act process include a discussion guide, documentation template, and preparation checklist. The Introduction to *Look! Think! Act! Using Data for Program Improvement* video provides a foundational overview of how the process helps with program improvement.

