



National Center on
Early Childhood Development, Teaching, and Learning




August 15, 2023
Using the 5Rs to be a Champion for Coaches

Facilitator
Virginia Tse
NCECDTL

Facilitator
Vanessa Maanao-French
NCECDTL



1



Viewer's Guide

Please download our Viewer's Guide for use during today's webinar.

- Reflection questions
- Content highlights
- Helpful resources

National Center on
Early Childhood Development, Teaching, and Learning


2

Our Time Together



Connect Practice-Based Coaching (PBC) resources and tools to each of the 5Rs

Explore ways to use 5Rs practices to provide effective coaching supports



National Center on
Early Childhood Development, Teaching, and Learning

3




A moment of gratitude for our coaches




4

Poll Question



When it comes to my program's coaching system, I am

- A supervisor of coaches
- A manager or director that provides oversight to the coaching system
- A coach
- An educator who receives coaching
- Other



5

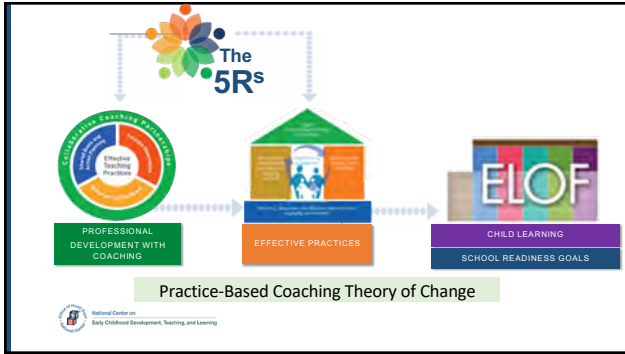


The 5Rs

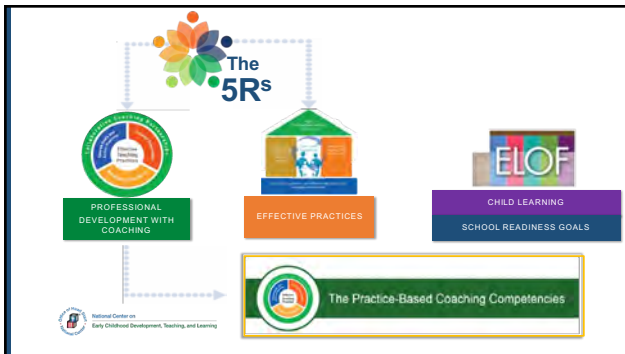
- R** Responsive Relationships
- R** Reason
- R** Resources
- R** Reflective Dialogue
- R** Recognition



6



7





8



9

Responsive Relationships and PBC

5Rs: Responsive Relationships
Honoring and respecting education staff's needs

PBC Coaching Competency Domain:
Preparation

PBC Tool: *PBC Coach Competencies: Strengths and Needs Assessment*



10


PBC Coach Competencies: Strengths and Needs Assessment

NCECOTL
PBC COACH COMPETENCIES: COACH STRENGTHS AND NEEDS ASSESSMENT


Coach's Name: _____ | Date: _____

Instructions: Read each statement and consider how comfortable and confident you are using this practice. Choose whether you "want to work on doing this better," "do this but could use additional practice or support," or "feel confident using this practice" and mark the appropriate column.

DOMAIN: PREPARATION	I WANT TO WORK ON DOING THIS BETTER OR MORE OFTEN	I DO THIS BUT COULD USE ADDITIONAL PRACTICE OR SUPPORT	FEEL CONFIDENT USING THIS PRACTICE
a) Demonstrates knowledge of PBC components and the practices that promote fidelity to the PBC model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Demonstrates understanding of child development (birth to five), settings (center-based, family child care, or home-based), and diverse family systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Demonstrates understanding of the elements of responsive, DAP, and inclusive early learning environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Demonstrates experience with and knowledge of relevant child, teacher, and assessment assessments used to measure quality in early childhood education settings. For Home Visiting, the coach also demonstrates experience with and knowledge of family engagement and parent-child interaction assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




11



PULSE CHECK:

Thumbs up: We use the PBC Coach Competencies Needs Assessment in our program.

Thumbs down: We do not yet use the PBC Coach Competencies Needs Assessment in our program.



12

Responsive Relationships and PBC




5Rs: Responsive Relationships
Being available as a trusted resource



PBC Coaching Competencies Domain:
Collaborative coaching partnership
• *Seeks and offers help*

National Center on Early Childhood Development, Teaching, and Learning


13



Asking for help at work:
Describe how you felt in one word.

National Center on Early Childhood Development, Teaching, and Learning


14



Providing help at work:
Describe how you felt in one word.

National Center on Early Childhood Development, Teaching, and Learning

15




Asking for help can be hard, but new research suggests we underestimate how willing people are to lend a hand.

Zhao, X., & Epley, N. (2022). Surprisingly Happy to Have Helped: Underestimating Prosociality Creates a Misplaced Barrier to Asking for Help. *Psychological Science*, 33(10), 1708-1731.

National Center on
Early Childhood Development, Teaching, and Learning

16




Do coaches have a trusted source to ask for help?

National Center on
Early Childhood Development, Teaching, and Learning

17

The Neurobiology of Helping



18

Reason and PBC Coaching



5Rs: Reason

Inspiring conviction to practice by providing the *why*

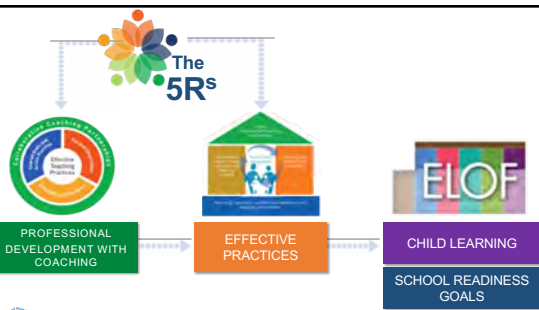


PBC Theory of Change

Supporting effective practice leading to improved outcomes for children and families



19



20



What are other reasons that inspire coaches?



21

When a teacher has an ah ha moment in their practice.

When a family child care provider asks to try a new strategy after being reluctant in the past.

Seeing the change in home visitor confidence to engage with families!

When we watch video clips together on Coaching Companion and talk about how much their practice has improved.

When I can tell a teacher feels proud of their child outcomes data they know their efforts made a difference!

National Center on Early Childhood Development, Teaching, and Learning

22

Pause to reflect:
How can we connect coaches to their "why"?

National Center on Early Childhood Development, Teaching, and Learning

23

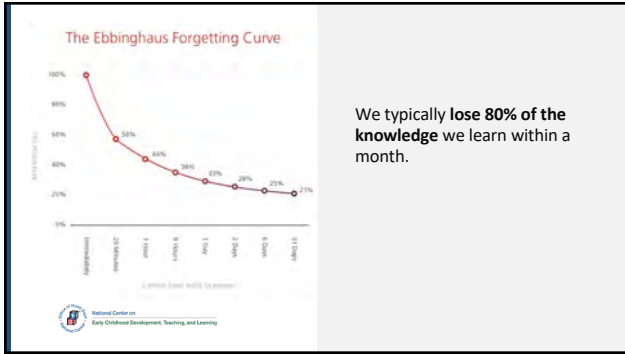
Resources and PBC Coaching

5Rs: Resources
Create the conditions for educational staff to engage in learning groups to use each other as resources

PBC Coaching Competencies Domain: Professional Development
Ongoing professional development that improves coaching practices and supports cultural responsiveness and reflective practice.

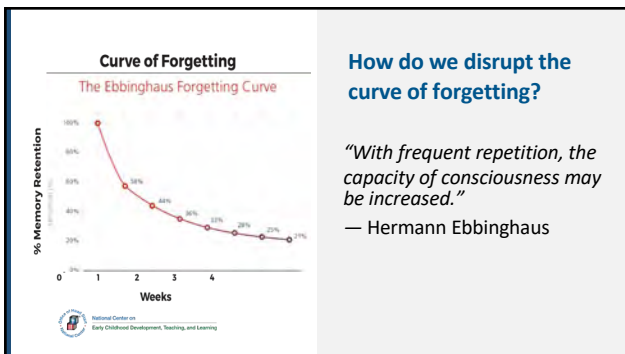
National Center on Early Childhood Development, Teaching, and Learning

24

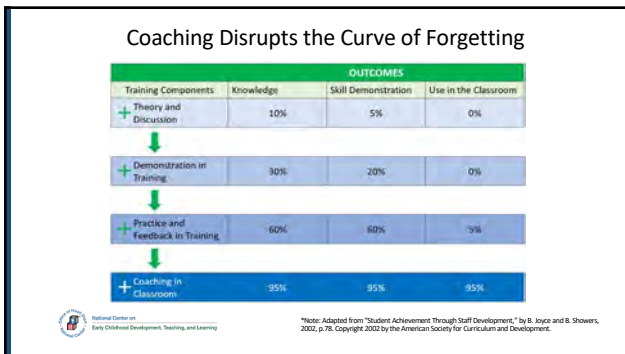


We typically **lose 80% of the knowledge** we learn within a month.

25




26



27



How do **coaches** engage in reflection and peer consultation for their own professional development?



28

Reflective Dialogues and PBC Tool



5Rs: Reflective Dialogues
Helping staff identify when they are effective so they can feel it themselves




PBC Tool:
Head Start Coaching Companion




29

Poll Question



In my program, the Head Start Coaching Companion to

- support individualized coaching for education staff
- coordinate sharing of video in group coaching
- provide opportunities for self coaching
- share resources
- we do not yet use Head Start Coaching Companion in my program



30

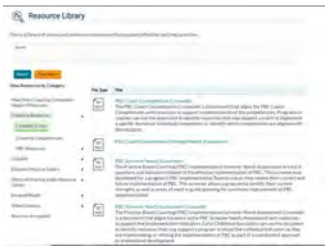
Head Start Coaching Companion

- Coaching coaches
- Community of Practice for coaches
- Review coaching sessions
- Resource sharing



31

Coaching Companion Resource Library



32



PULSE CHECK:


Thumbs up: We use Head Start Coaching Companion to create communities of practice and/or share resources with coaches

Thumbs down: We do not yet use Head Start Coaching Companion to create communities of practice and/or share resources with coaches




33

Reflective Dialogues and PBC




5Rs: Reflective Dialogue
Collaborating to make meaning of data and integrating data into practice



PBC Coaching Competencies Domain:
Goal Setting and Action Planning
Gathers, aggregates, and co-analyzes formal and informal data to support the collaborative development of goals.

National Center on Early Childhood Development, Teaching, and Learning

34




Data to Inform PD Planning for Coaches

- Self-assessment/needs assessment
- Coaching log reviews
- Observational data of coaching sessions (audio or video recorded)
- Child outcome data
- Staff turnover data

National Center on Early Childhood Development, Teaching, and Learning

35



Pause to reflect:
How are coaches engaged in designing their own professional development?

National Center on Early Childhood Development, Teaching, and Learning

36

Recognition and PBC



5Rs: Recognition
Celebrating small (and big) wins



PBC Coaching Competencies
Domain: Collaborative Partnerships
Identify strengths and celebrate progress



37

Remember: One size does not fit all



5 Languages of Appreciation in the Workplace

- Words of affirmation
- Quality time
- Acts of service
- Giving tangible gifts
- Appropriate physical touch



38

5 Languages of Appreciation in the Workplace

- Words of affirmation
- Quality time
- Acts of service
- Giving tangible gifts
- Appropriate physical touch



When you think about coaches in your program, could you identify which of these languages would be well received?



39

PBC Resource Family

USING PRACTICE-BASED COACHING TO SUPPORT EFFECTIVE TEACHING PRACTICES

FOR EARLY CHILDHOOD COACHES

What is Practice-Based Coaching (PBC)?	PBC Component: Collaborative Coaching Partnerships	PBC Component: Shared Goals and Action Planning	PBC Component: Focused Observation	PBC Component: Reflection and Feedback
<ul style="list-style-type: none"> What is PBC? Why is PBC important? Who is PBC for? How is PBC implemented? What are the benefits of PBC? How do you get started with PBC? How do you sustain PBC? How do you evaluate PBC? 	<ul style="list-style-type: none"> Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching 	<ul style="list-style-type: none"> Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching 	<ul style="list-style-type: none"> Focused Observation Reflection and Feedback Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships 	<ul style="list-style-type: none"> Reflection and Feedback Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning Practice-Based Coaching Collaborative Coaching Partnerships Shared Goals and Action Planning

KEY: Audio Video Website PDF

40

iPD Modules: Introduction to Practice-Based Coaching

1. Intro to PBC
2. Collaborative Coaching Partnerships
3. Shared Goals and Action Planning
4. Focused Observation
5. Reflection and Feedback

41

iPD PBC Modules Facilitator's Guide

A FACILITATOR'S GUIDE TO THE PBC ONLINE MODULES

THE BASICS

What are the Practice-Based Coaching (PBC) Online Modules?

- The PBC Online Modules introduce the PBC coaching model. There are multiple modules that provide an overview of the components of PBC and provide activities that help participants increase their knowledge and awareness of PBC.

Who would benefit from completing the PBC Online Modules?

- The following staff may benefit from completing the online modules:
 - New coaches
 - The PBC Online Modules can provide an introduction to the PBC model and opportunities to assess a coach's knowledge and skills in implementing PBC.
 - Education staff (coaches)
 - The PBC Online Modules can provide an overview of the PBC process for those who will be coaches for intensive or non-intensive coaching.
 - Supervisors or program leadership
 - The PBC Online Modules can provide an overview of PBC for those who are working with coaches or coaches in some capacity and need to understand the process.

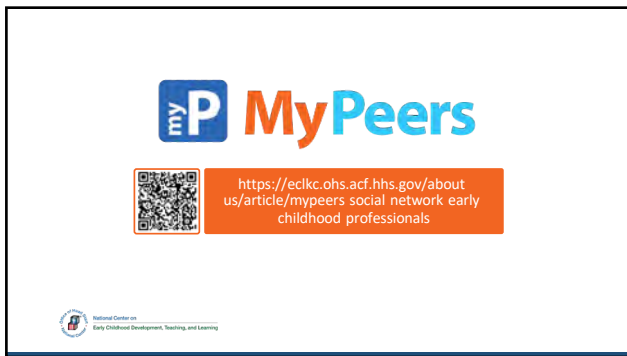
42




43



44



45



We want to hear from you!
Please take some time to complete the session evaluation.

THANK YOU!

For more information contact:
ecd11@ecetta.info
(Toll-free 1-844-261-3752)

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$50,300,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

