

## **Coaching Corner: It's in the Details: Using Practice-Based Coaching to Support Curriculum Fidelity**

Joyce Escorcia: Good afternoon, everybody. We're going to go ahead and get started. We're so excited to see so many of you coming on, and we know we're going to have some other people joining us, as well. But I'm Joyce Escorcia, and I'm with the National Early Childhood Development Teaching and Learning, or the NCECDTL. Thanks for joining us today for the latest installment of the Coaching Corner Webinar series: It's in the Details: Using Practice-Based Coaching to support curriculum fidelity.

I'm joined today in presenting this Webinar by my colleague Allyson Dean. We're both just really excited to have this time together. The Coaching Corner Webinar series is set to happen every other month, allowing for holidays and national meetings. And we want you to go ahead and mark your calendar for the next episode that's set for January 25<sup>th</sup> at 3:00 p.m. Eastern. We look forward to seeing you again then. And the goal of every Coaching Corner Webinar series is to support you as a coach by exploring specific topics, by exploring specific topics that would be relevant to you in your role, identifying resources and strategies specific to our topic, and then putting it into practice what we learned through scenarios, videos, and then just giving you opportunity to ask questions and have some really great discussions.

Before we get started, I just want to review a few things with you that we hope will help you get the most out of this Webinar experience. Sometimes we'll ask you to type into the chat box, and you'll find that at the right of the PowerPoint. And then also, we'd like to point out the Q&A box. That's towards the bottom of your screen. Any time you have any questions or anything related to the topic or anything else, just put those in the Q&A box, and we're going to kind of keep an eye out for there. And then if time allows, we will check the chat box and address any questions right then. But no worries if there's a question that we don't get to collecting all that, we will answer that afterward.

And then if you look at the bottom right hand of your screen, you're going to see a supporting document to this Webinar. So there you'll find a PDF of the presentation, and also curriculum fidelity handout. So you can go ahead and download those for the Webinar or to use afterwards. And then any reason we happen to get disconnected 'cause technology's a wonderful thing -- That happens sometimes -- It's okay. All you have to do is go back to that original link and rejoin the webinar, and you'll be right back in your Webinar. And then probably, we just want to let you know that the session will be recorded, and we'll make it play onto the ECLKC. You'll be able to reference in the future.

Today in your time together, our goal is really that you can increase your understanding of curriculum fidelity, understand how PBC can support curriculum fidelity, and identify teaching practices and strategies that support curriculum fidelity. We really want you to kind of get the most out of your time today, but if anything comes up, just put it in the chat box for us. Allyson is going to kind of start off our conversation digging a little deeper into curriculum fidelity. Allyson, I'll let you take it from here.

Allyson Dean: Thanks, Joyce. Welcome, everybody. It's so exciting to see everybody logging on from all over the country. We're really excited to be here today. I'm going to just start us off by thinking a little bit about curriculum fidelity. I want to ask you, if you would, to chat in the chat box there on your screen what comes to mind for y'all when you hear the word "curriculum." So, as you're thinking about that and entering in your responses, I'll just share a little bit about this continuum.

The continuum sort of represents, I would say, well, a continuum of ways that people think about curriculum. Some people think about curriculum as the written plan that you follow. Some people think about curriculum in early childhood as everything that happens in a day -- the schedule, routines, certainly planned learning activities, and the exercise in terms of thinking about this is helpful because we know that teachers have lots of different thoughts when they hear the word "curriculum." Folks are jumping in here and really sharing things like a research-based foundation from Ashley. Monica is saying the teacher and child interactions. Learning activities that children and teachers are engaged in from Tonya. A road map from Patricia. That's a great word to describe curriculum. A framework -- or a teaching tool done with materials and interactions.

Of course, what we know is that all of those things make up curriculum, right? So although we use the word to mean lots of different things, when teachers hear the word "curriculum," it's important that we make sure that we're communicating that no matter where you are on the curriculum continuum, whether you really tend to think of it more as a written plan, or whether you really tend to think that everything that you do in a given day could be curriculum, that those are both right, that there's no wrong answer. That, really, when we think about curriculum, we sort of think about the curriculum as providing the what of the instructional program, and implementation based on the curriculum, as well as what we all know about developmentally appropriate practice can sort of be considered the how of curriculum and early childhood education.

So the what is the curriculum and the written plan, and then the how we could think about as everything that happens during the day. So again, no wrong answer, and important to just validate that curriculum can really -- You can really think about curriculum anywhere along that continuum. We're going to shift a little bit here and talk about what we mean by curriculum fidelity. Really, when we're talking about fidelity of implementation of a curriculum, we're thinking about when teachers use those instructional strategies and deliver the content of the curriculum in the same way that those things were designed to be used and delivered.

Throughout this presentation, we're going to use the word "teacher," and we want to be sure to let everyone know that when we think about teacher, we're including family child care providers and home visitors in that term, and that really anyone that's educating the child is a teacher. So for ease of language and flow today, we're going to use that term to mean all of those roles. As I said, implementing a curriculum in the way it was intended to be implemented by developers is what we refer to as implementation fidelity.

There are really three main aspects of curriculum fidelity that we want to talk about today. The first would be curriculum differentiation. So the extent to which critical features that distinguish the curriculum are present. So when your programs decided that you wanted to use the high school curriculum or the creative curriculum or opening the world of learning, you chose those curriculum because of some unique features that that curriculum had that matched what you wanted to deliver in your program for the children that you serve. So those types of characteristics are what we refer to as curriculum differentiation.

Another piece of curriculum implementation fidelity is curriculum adherence, or the extent to which curriculum components are delivered as described in those curriculum manuals you get. When you think about that, you're thinking about which of the components make up the curriculum and then the different strategies or practices outlined that help you think about how to deliver those. So again, just to give a pragmatic example, if you're using the owl curriculum, a component of that curriculum is the let's find out about it, which happens at morning meeting time, and that's a critical component of that curriculum. So to implement that curriculum with fidelity, you would want to be sure that you were using that particular strategy.

Next, would be the quality of curriculum delivery, or the extent to which the curriculum implementers -- teachers, home visitors, family child care providers, are supported and prepared. For our topic, that really means the extent to which teachers feel prepared to deliver the curriculum. It includes the training and the coaching supports that are in place to help teachers feel confident about implementing the curriculum. When I'm finished going through some of the background information here, that will really be the focus of the majority of our call today.

Joyce will lead us through that in thinking about a particular type of coaching, practice-based coaching, which is a research-based way to provide supports around this topic. So why is curriculum fidelity important? Aside from the fact that it's in the program performance standards? What we know is that from the research, it's really critical that instructional strategies included in curriculum are implemented with sufficient fidelity, consistency, frequency, and intensity to ensure children's mastery of a skill. So that's because we know that children really tend to make more gains when teachers faithfully implement the teaching strategies or curriculum.

So we know there's been lots of research in this area done by our colleagues at the University of Virginia, Bridget Hamre, Dr. Pianta, and others, as well as Barbara Wasik, and other folks who have really looked at implementing very specific curricula, maybe a language and literacy curriculum, maybe a social-emotional curriculum, but the way that that curriculum was implemented with fidelity really helped to optimize benefits for children. It's really critical to have fidelity to curriculum to be sure that

we are achieving the same results that were achieved during those research experiments because when changes are made in how the curriculum is presented, we can't really be sure what the effects on children will be.

The other thing to think about with curriculum fidelity is when we think about this framework for effective practice, when we look at this house that's become very familiar to us now, and we look over at the left-sided pillar of the house, and you see research-based curriculum and teaching practices. So while the house represents four components of quality teaching and learning, this one pillar -- research-based curriculum and teaching practices -- is really important to think about when we are talking about curriculum fidelity.

As one of the pillars that holds up the house, research-based curriculum, when implemented with fidelity, maximizes the strength of that curriculum. So the curriculum in teaching practices pillar there is only as strong as the extent to which we're implementing curriculum in the way that it's intended to be. Again, we want to think about really optimizing teaching practices every day, and when we think about that, we have to think about the way -- the reasons behind our choice of a research-based curriculum and the need to really adhere to implementation of that curriculum in a way that maximizes that part of the framework.

Curriculum fidelity also has more pragmatic benefits for teachers. For instance, if a child is not progressing as planned, it can be really helpful for teachers to step back and examine just exactly how teaching was implemented in order to improve the effectiveness of their own instruction. Looking across fidelity indicators, such as reviewing your lesson plans or how closely your planned learning experience matched your goal for the activity or even whether or not the materials needed to implement the activity or aspect of the curriculum were present to make best use of the curricular approach. So all of that can really provide useful information to teaching teams, and for coaches or ed managers, others who support teachers, to really examine how their implementation practices support or maybe hinder, even, children's ability to engage with and benefit from planned curriculum activities.

Using a systematic approach to monitoring implementation can also facilitate collaboration, problem solving, and planning among and across teaching team members within a classroom and across the program. Think about a child development services team who comes together to think about a particular curriculum implementation issue. Maybe some teachers are having difficulty keeping children on task and attending during morning meeting, and they're trying to go through something like a let's find out about it and children are squirming and teachers feel not quite sure how to implement that component with confidence.

So getting together across classrooms and looking at how that piece of the curriculum is being implemented in several different classrooms is a way for teachers to share what they're doing that might work, right? So I know I've had that struggle before, and here's what I've done. I've put a basket of fidget toys in the middle of the circle, and so when children feel a little antsy, they grab one, and then they're able to attend just a little bit longer to see what is set up today in the block area.

So practical ways for teachers to really share that information can help increase the fidelity with which you're implementing your curriculum. And then, of course, we know that curriculum fidelity is part of the new Head Start program performance standards. This slide really just outlines what it is that the standards say about supporting staff to effectively implement curriculum. The standards really say that, at a minimum, monitoring curriculum implementation and fidelity, programs need to provide support, feedback, and supervision for continuous improvement of its implementation through a system of training and professional development. So again, the standards really ground us in what we need to do to ensure curriculum implementation and to support staff, so that they feel confident in their ability to do that.

So I'm going to talk a little bit now about the features of successful implementation, really of anything, but in this case, the "it" we're talking about today is curriculum with fidelity. So fidelity of implementation, or as we said earlier, the extent to which a program is implementing a curriculum as it was intended includes the processes and programmatic components that set up the conditions in which teachers and home visitors are likely to be successful at implementing a curriculum with fidelity. It also includes the actual implementation itself at the classroom or home visit or socialization level. So this includes implementing curriculum in ways that reflect children's current knowledge and skills, shifting teaching practices, routines, or materials in response to children's growth and development. So that's an important piece to think about, right, because we definitely want -- we don't want teachers to feel like implementing curriculum with fidelity means that they're following a script.

We want teachers to understand that if the curriculum unit that is up next in the curriculum you've prescribed for your program is a unit on shapes, and yet ongoing formative assessment data tells you that all children in your classrooms are really clear on the common shapes, that's probably not a unit you're going to do. You're going to want to do something more relevant and meaningful for the children that you know. On the other hand, if you notice, through a review of lesson plans, that teachers haven't done the unit on mathematical exploration in two or three months, that might be an issue with fidelity. So those are the types of things we want to think about.

Another piece of implementation of curriculum with fidelity is professional development support, which Joyce will talk about briefly. And then the third is ongoing child assessment data, which is the information about how children are doing.

So how children are responding to the curriculum. Are they expanding their knowledge or skill in relation to the learning objectives of the curriculum? Are they engaged and interested? These data can be powerful to building teacher confidence and buy-in for a particular approach because if a teacher sees, through formative data, that children are doing better as a result of the ways in which he or she are implementing a curriculum, that can be a powerful motivator to continue to do the very same things that they've been doing within their curriculum implementation to benefit children. So these are all important sort of background pieces of information to think about as you're thinking about curriculum fidelity.

And we will have some resources on this topic up on ECLKC soon that go a little more in depth to this background information. For now, I'm really -- I'm going to turn it back to Joyce, who's really going to

dig in with you around the approach of professional development and practice-based support of curriculum fidelity. Joyce, back to you.

Joyce: Today, in our Coaching Corner Webinar, I want to focus in on one of these three criteria, which is professional development and support. As a coach you're such an important part of the professional development supports that your programs use to support teachers, family child care providers, and home visitors to really help them implement the curriculum of fidelity. So when teachers, family child care providers, and home visitors -- When they struggle to implement teaching practices outlined or aligned to their curriculum, professional development is an important tool to help support them so that they can master the teaching practices, and also just to kind of help really staff confidence, to really help them feel like they have the capacity within them to really implement that curriculum.

PBC implementation can be a very big part of that professional development plan within a program, but it can also include training on the curriculum, in-service suites to revisit and reinforce a particular component of the curriculum, mentoring by teachers that maybe have a little more experience with the curriculum that have been there a little longer and feel a little more confident with that, and then even attendance at conferences hosted by curriculum publishers and trainers. Any of these PD options are great, and they're all a part of the bigger picture of PD, but PBC will be a critical piece of that puzzle to really ensure that curriculum is really being implemented in the classrooms on a day-to-day basis.

That's why you're such an important piece of the puzzle. So this support that we've been talking about is connected to the Head Start program performance standards that Allyson mentioned earlier, that 1302.32, and then it's also connected to 1302.92B5, and that refers to research-based approaches to professional development for education staff. That's focused on effective curriculum implementation. That's where it's grounded and why this is so important.

And then here, this is a slide that many of you as coaches -- you're familiar with. You've seen this at the leadership academy and things like that. I guess the big question here is we kind of have all this build-up, so the big question is why interest in using coaching as a high intensity strategy to support the implementation of quality teaching and learning practices? And research conducted by Joyce and Showers and extrapolations from their meta-analysis, in which they kind of estimated percentages of participants who had achieved their desired PD outcomes based on different training components.

And so what we saw here, what the words suggest, is that theory and discussion, class demonstrations, and training plus practice and feedback and training plus coaching in the classroom would be most likely to lead to the use of those practices actually in the classroom. I like to refer to coaching as kind of the feet to all the wonderful training and resources that are out there and to really make that practical connection from what we've learned and what we absorb in all these different other formats to really translate that into quality teaching practices in the classroom. So as we see on the table, theory and discussion often found in typical training and workshops result in raising awareness, just kind of knowing the information.

And across Joyce and Showers -- Across their research, they found that different outcomes for different PD formats. And as they added pieces like demonstration, the outcomes increased. But they found that

coaching had the strongest outcome in terms of transforming practice into the classroom. So that's why, for me, this is probably one of the most powerful visuals for why coaching -- why is it so important. And then just as a reminder here, we see the bridge that we've seen in some previous leadership academy training. This is really to talk about the importance of PBC as a part of PD efforts. It can be an important catalyst for moving from knowledge to practice. PBC really acts as a bridge between PD-like training and workshops to application in a practice-based setting to really see those things come to fruition in the classroom on a daily basis and it really helps teachers and home visitors to implement content they're learning and their curriculum training into their classrooms and early learning settings.

Again, when we look at these two bridges, we see the one that is made out of stone, and we see the other one is kind of more elaborate. Both of them serve a purpose. Both of them kind of get us from point A to point B, but both of them are in different settings, and they're used for different things, and so that's why this is really similar to PBC. The components are the same in the process, but it's really important to think about the goodness of fit for a particular goals and for different programs. And so that's why the way you implement PBC, what you do is going to look different in each program.

There are many ways to be right, as long as the main components of PBC are there and they're present. Then when we think about curriculum fidelity, we also have to keep in mind that there are many different curriculum currently used in Head Start and Early Head Start programs nationally, and that within these curriculum, there are going to be different teaching practices, different learning activities and components on the daily schedule that teachers and home visitors may need support with.

Using PBC to identify those teaching practices and placing them in the center of the PBC work is a strategy you can use to support curriculum fidelity. Really, the teaching practices and the things that you're going to focus on are going to vary from one curriculum to another. But it's really about seeing what works best for your program, what are some of the guiding principles of the specific curriculum that you're using. Those are just things that kind of help keep in mind. Sometimes we're kind of craving and wanting a specific checklist, and that's where you have to go back and see what is it that my curriculum -- in what direction is it taking me? What questions is it asking? That's just some things to think about there. We're just going to do a review of PBC, and then we're also going to have some time to put it into practice as it relates to curriculum fidelity.

As we know, PBC is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcome for children. This slide shows the PBC cycle and illustrates the relationship among those three components. That's shared goals and action planning, focused observation, and reflection and feedback. We're going to refer to each component of the PBC cycle throughout our time together, and then we're going to explore and really take a look at how PBC can be used to support curriculum fidelity.

Just as a reminder, when we talk about effective teaching practices, what we're saying is that teaching practices are specific statements of the actions and behaviors of caregivers, teachers, or home visitors that support child learning. So now Allyson is going to pick up from here for just a little bit to talk about maybe where could we find some of those teaching practices that are related to curriculum fidelity. Allyson, I'll turn it over to you.

Allyson: Sure. In fact, that's exactly where we're going. I'm going to put the question up there. Again, this is another chat box question. We would love to hear from you about where you think you could find teaching practices that support curriculum fidelity. Again, building off what Joyce was sharing, if we know that the middle of the PBC cycle is the specific teaching practice that you're going to set your goal around, that you're going to do a focused observation on, where can we find those as they relate to the curriculum? I see people are typing. Class observations, Linda is offering. Creative curriculum fidelity tool. Mary is saying class, the core. That's a high-scope tool there. So quick I can't even read them. Curriculum itself. That's right. OWL fidelity tool. Frog street. So that's great.

You're sharing lots of the things we were thinking about, too. Many of the curriculum manuals that you've put up here absolutely provide specific teaching practices, teaching strategies that go along with the curriculum. Those come in supporting documents from the publisher, but even if you don't have those types of documents from your curriculum publisher, things like the class, your ITERS, ECERS, or FCCERS tools, curriculum fidelity tools from the publisher, or even 15-minute in-service suites are great places to look for the types of teaching practices that are going to support the curriculum components that you're trying to implement.

So let's think about something like learning language and loving it, or another language or literacy curriculum. Certainly, those manuals and those publication materials will give you some specific strategies and practices to observe for, to set goals around, and to give feedback on, but you could also very easily build this into your ongoing observation using your class pre-K tool. You're in a preschool classroom, and you're observing for things like language modelling and the use of advanced vocabulary, quality of feedback, those types of things you're already observing for will also be similar strategies that can support curriculum implementation. Given how busy we all are, when we can find things that align in that way and really support both curriculum fidelity and high quality interactions between teachers and children, we definitely want to optimize those.

Here are some additional sources that we just wanted to put up there for you to think about as you think about where you can find teaching practices that you want to focus on. We want to say that there are many options that programs can use. These are some examples, and we saw and read several more in the chat box, so we thank you for giving us that feedback. And I think now we're going to jump Joyce into a scenario where we actually think about what this might look like on the ground. Go ahead, Joyce.

Joyce: Thanks, Allyson. We're really excited to be able to really put it into practice and see how this would look through the PBC cycle. Now we're going to use the scenario to discuss using PBC to support curriculum fidelity. We're going to read this scenario together, and we want to use the chat box to talk about how can coaching be used to help Sandy as she implements the curriculum fidelity. Let's read together.

"Sandy has been a Head Start teacher less than a year. This is her first experience having a coach along with the other classrooms in the center, she's working on putting teaching practices into place that will help implement the curriculum fidelity. Sandy has stated that she struggles with following the daily schedule to allow for child-initiated exploration. She has expressed to her coach, Elaine, that she feels



overwhelmed with the daily schedule and sometimes skips or forgets to transition from one activity to another. She also stated this is possibly why children are not sure what to do throughout the day."

I imagine many of us can think of a Sandy that we worked with, Someone that's really been struggling. Using the chat box, let's talk for a couple minutes about how could coaching be used to support Sandy as she implements curriculum fidelity. I see people typing in. We'll give you just a second. I see it says "class," best practices, help with transition. That's great. That's one of the great resources. Training and modeling. I'm getting some other things from class. Really observe the schedule and minimize transition. Oh, my gosh, there's so many great things coming in. A pictorial schedule, 15-minute suite, peer observations.

It's hard to keep up with all these great things coming in. Again, the suite. There's so many great things there. I think we can all agree that coaching could be a really great thing for Sandy to participate in and would really help to support her. We're going to follow along in her journey. We're going to just follow along in her journey. We're going to keep an eye on the chat box, so keep all those great things coming. We're going to briefly go over each component of PBC and then we're going to put it into practice as we follow Sandy and Elaine through each component of the PBC cycle.

Let's get started. As we know, that first component is shared goals and action planning. That includes conducting needs assessment, setting those goals and developing an action plan, and we know that it's a really important piece of PBC, that that really guides your work in coaching, and that's really the road map moving forward to kind of see those effective teaching practices take place. So now we're taking a look here, you'll see on the screen a snippet of Sandy's needs assessment that she did.

Here a little bit of the back story. The program decided to use PBC as one form of professional development to ensure that their implementing their curriculum with fidelity. They decided that they're going to need coaching. They're going to need practice-based coaching to be sure they're really implementing that curriculum. They've examined their data and developed a needs assessment focusing on effective teaching practices that would support effective implementation of curriculum. In case any of you are wondering, the needs assessment that you see on the screen -- The program chose it as the sample document that came from the leadership academy. And we know there's many great examples of things that we can use. So this is the needs assessment that they chose.

On here, we see from Sandy's needs assessment that her and her coach completed, that Sandy indicated on her needs assessment that she seldom follows the daily schedule to allow for a child-initiated inquiry. She also states that she would like to use this more often. She kind of identified what she wants to do. Now that Sandy and Elaine have completed and reviewed the needs assessment, they work together to set a goal and develop an action plan.

As we see on Sandy's action plan, she identified that she wants to work on providing opportunities for children to participate in child-initiated exploration. She stated that her goal would be to learn about how to make and use the visual schedule for specific classroom activities and routines, and will help children use these types of schedules to complete activities and tasks. She also identified that she knows she achieved this goal when she follows her schedule for two consecutive weeks and uses her visual schedule to remind children of daily activities and tasks throughout specific times of the day. We see that in the action plan reflects several of the suggestions that we had in the chat box from our previous question. I think we're right on track.

Let's move on and see what's next for Sandy and Elaine. Here we see that Sandy and Elaine -- they also established some steps to help achieve their goal, and some of those included reviewing the curriculum to identify best practices regarding classroom schedules and routines, discussing these best practices with Elaine, and then Elaine assisting and creating a visual schedule and modeling how to use it in the classroom. They laid out a path going forward of what they can do so that Sandy feels more comfortable and capable of really seeing that change of practice in her classroom.

Now that they've completed the needs assessment and they've developed a goal and an action plan, time to move into focused observation. Just as a reminder, focused observation, when we talk about observation, it refers to the process of gathering or recording information about implementation of desired teaching practices during ongoing classroom activities, routines and transitions. When we say focused observations, those are guided by the goals in the action plan.

Again, everything goes back to that action plan and the goals set forth in that action plan. It helps to provide a richer, more detailed feedback and action plan goals. The goal is targeted behavior change, change in practice, and we know that small steps work best. As we saw on that action plan, they really had some small steps to see some big change. Just for example, if a teacher identifies that she gets positive feedback during small group time but really wants to expand the teaching practice to other times of the day like the morning greeting time or circle time, then the coach and teacher can create an action plan based on that goal. That's a brief overview of what that focused observation would look like.

Now we're going to check in with Sandy and Elaine. Sandy and Elaine made a visual schedule, and Elaine was able to model how to use the visual schedule to engage children and remind them of daily activities. They agreed that Elaine would conduct at least two one-hour observations to gather data on progress towards accomplishing a goal. Let's use the chat box to talk about what would we be looking for -- or what would Elaine be looking for during that focused observation? Really think about what are some of the things that you would be looking for during that focused observation, if you were Elaine?

I see several people kind of typing in. Looking for the visual schedule for open-ended questions. Getting the children involved. Asking questions, kind of using cues like, "What's next?" Referring back to that visual schedule. Great answers coming in. Some other things, too, would be possibly looking for maybe counting because part of that focused observation was to have some specific data for feedback. So you could be counting the number of times that she refers to the schedule during that observation, the number of times that the children refer to the schedule, and then also just to see is the schedule accessible? Is it to where the children can access it? Is it to where it can be utilized throughout the day? Then how many times would Sandy go back to review the schedule? Those are some things that she could be looking for. We have some great feedback coming in through the chat box, as well.

Again, during this focused observation, we always go back to be sure that when we're going to do that focused observation, that it's focused on what our goal is. Because we know, when we go in classrooms, there's 100 other things we can look at and 100 other things we can see. So that each time we go in for a focused observation, that we're really honing in on what our action plan has directed us to do. And then here on this slide, you're going to see an excerpt from Elaine's focused observation log and some of the things that she noted. And so here she says Sandy, referring to the visual schedule three times during morning group. She also asked twice during small group, "What's next on our schedule?" And then on two occasions, she simply replied, "Not yet," when children stated they wanted to go outside. Again, so that's specific things that she saw during that focused observation.

Now we're moving on to the next component in the PBC cycle. Now we've seen that Sandy and Elaine have completed their focused observation component, and they're now preparing for reflection and feedback. The third component of PBC focuses on a mutual consideration of support strategies used and the information gathered about teaching practices to identify successes and challenges and areas for additional improvement or refinement. Reflecting on teaching practices takes time to think about what was effective and what was a barrier to refining or improving implementation of that specific teaching practice.

Reflection really encompasses consideration both of the feedback and the support experiences. Reflection and feedback is so important because that's really where that opportunity for growth comes in, just very specific feedback on how that teacher can be supported even more into that practice in her classroom.

Now we see that Elaine and Sandy, they met at their regular scheduled time for reflection and feedback, and on this slide, we see that Elaine has prepared some possible feedback, some things she wants to share with Sandy, just a few things, kind of like, "It was great to see you refer to the visual schedule three times during morning group." She also used a starter phrase to provide constructive feedback when she stated, "Tell me a little more about what happened when children asked you to go outside when it wasn't time."

We know sometimes providing reflection and feedback, sometimes it's not easy, especially when you know it's something maybe you need to address, that kind of really stating it in a way that's supportive and still building that teacher up. We noticed there that Elaine was able to approach that in a very appropriate and effective way.

Using the chat box, what do you think are some other questions that Elaine could have asked? If you were Elaine, what were some of the other questions that you would have brought up? I see things coming through. Give me just a second 'cause I see people typing away. Why might children be asking to go outside? That's true. It may have been a sunny day. How do you feel like the observation went? That's a great question. Did you notice the children are engaged with the schedule. Again, that's another great question. We have so many great things coming in. Did you feel overwhelmed? That's great because she did say that she really did feel overwhelmed when we started. Is there anything that you feel that you could have done differently? Is there any other support you need? What was good? What would you have done differently? So many things coming in, and all those are right answers.

This goes back to you really have to make PBC and all of the components really fit for your program and then also really fit for that teacher. Feedback that you would give one teacher, you may word it differently for another teacher. Again, because it's a part of that really having that collaborative partnership. That's why I love seeing all the different answers because it really depends on the situation -- How you kind of convey something like that.

Now we're going to move along on our journey. And so here, just looking at follow-up and next step for Sandy. Here we see Sandy and Elaine, they review their action plan to discuss next step. Sandy expressed that she wanted more resources about classroom schedules, and so they updated the action plan to reflect progress made in next step. We know that's so important to always go back to your action plan and see what you've done and what still needs to be done. And also see what needs to be added or modified.

As we see on this slide, Elaine and Sandy added a couple more action steps based on Sandy's feedback. We see that these new action steps include, "The coach and I will review handouts from ECLKC in-service suite, schedules, and routines. You'll notice they were even specific on saying which suite it wasn't a full-review report. We know how that goes sometimes. We really have to be specific with what it is and also, if you'll notice, the "by when" -- when it's going to happen.

The other thing is I will assign a daily scheduled helper to help myself and the children use the schedule. If you'll notice, today, Elaine and Sandy, they are working on those two additional steps, so we know that things are going great for them, and we'll be able to check in with them maybe on another Webinar to see how Sandy and Elaine are doing.

And so here we see that they're going to continue the PBC cycle as they work together to accomplish Sandy's goals. We followed Sandy and Elaine through the cycle, and we really hope that this was beneficial in increasing your knowledge of how PBC can be used to support curriculum fidelity.

This was one scenario and one example. You can really put whatever teaching practice, whatever teaching practice that's related to implementing curriculum with fidelity or anything else that you're working on, put that teaching practice in the middle of the PBC circle, and you can work that cycle and just keep working towards really seeing those effective teaching practices in the classroom.

Now we want to give you an opportunity to reflect and talk a little bit about what support you need as a coach. Use the chat box to respond to, "What support that I need as a coach regarding curriculum fidelity?" We want to hear from you. We may not be able to talk about all the things that come through, but we're going to collect this information, and it's going to help guide our work going forward. We really want you to feel like you're supported in the field.

Allyson: Joyce?

Joyce: Yes.

Allyson: Joyce, while people are doing that, we did have a couple of questions that came in as you were presenting that we could go through.

Joyce: Yes, that would be great.

Allyson: One of the questions was, "Is there a curriculum fidelity checklist?" I can take that one. What I think this participant is asking for is a curriculum, like a global curriculum fidelity checklist. One of the attachments you have in the supporting documents is an information sheet about curriculum fidelity, which includes much of the background information about what types of things you might see at the program level or at the classroom level that would indicate that curriculum was being implemented with fidelity and that a program has good systems in place. That's a little different than what I think this person's asking for, which is a specific checklist.

We don't have a global curriculum fidelity checklist namely because each curriculum is probably going to either have its own that may be published or require one that's really tailored to that specific curriculum. Because again, if you're thinking about curriculum fidelity, and the specific components and processes in that curriculum, you're going to want your checklist to reflect that level of specificity. So while we have a resource that helps you think about what might need to be part of such a checklist, we don't have a global one at this time.

Joyce, there was also a question about things like the needs assessment and the sample action plans you shared. Is it possible to share samples of those needs assessments and action plans from the leadership academies with this group?

Joyce: Yes. We can do that. Everything that we used here, the format was pulled straight from the sample documents, including the leadership academy material, so I'm sure we could share some samples of what different needs assessments and action plans could look like. We could definitely share that with the group.

Allyson: Okay, that would be great. We can post those on ECLKC with the webinar recording as a supporting document, so look for those. Another question, Joyce, which I think goes to you -- one of the participants is asking, just to clarify, a coach can be but doesn't have to be a supervisor? That's a question.

Joyce: Yes. That is a yes to that. Again, this goes back to best fit for your program. But a coach can be but doesn't have to be a supervisor. That is definitely true. Different programs based on their needs and what they can do are implementing PBC and just a little bit differently as far as who is the coach. Sometimes you have are coaches that are supervisors. They wear dual hats, and they have their own nuances and things you have to work through. Then there are some programs that have coaches that are -- that is their only role, that they are a full-time coach.

And some programs also use mentor coaches. They use teachers as coaches, as well. Generally, that's working to see what best fits the needs of the program. And to kind go back to that and look at that yearly or every six months just to look and see. The way I'm implementing coaching, does it still fit the needs of my program? I hope that helps.

Allyson: That's great. Another question is, how often should PBC goals and coaching be done?

Joyce: Again, different programs implement PBC differently. I will go back to kind of what the research has shown and what we looked at here during this presentation. A lot of that was done on a weekly basis. So again, we all know the more contact you can have with the teachers the better, but you have to look at what are the needs of your program, kind of what is the reality of what you can do now. So I would say that while they don't have to meet weekly, they do need to meet on a consistent basis, whether it's weekly or biweekly. You really have to see what works best, and there are some different formats for implementing practice-based coaching that allow for meeting every other week. Again, it just really depends on what your program decides to do with it.

Allyson: Joyce, would say –

Joyce: I'm sorry.

Allyson: I was just going to say would you say also, just like we individualize for children, would we want to think about what that teacher needs and how the teacher is progressing?

So, if a teacher needs maybe a more intensive approach to coaching, you might be in a classroom weekly or maybe even twice a week. Then there are some coaches that might not require that intensive level. So just like with children, we want to be intentional about the supports and scaffolding we provide. I think we probably want to think the same way about our teachers.

Joyce: Yes, definitely. You may have coaching going on in your program that may need a third approach, where a certain group of teachers, new teachers, or teachers who may be struggling with certain things, they're getting more coaching time or more time together. Like you said, Allyson, you have those other teachers that maybe are working on some very specific things but overall are in a place to where they don't need that every week or maybe two or three times a week kind of support. That's definitely true. I just wanted to say real quick, I saw someone that asked about getting more information about PBC and leadership academy and the different components.

On ECLKC, there's all kinds of documents there for coaching that kind of give you an idea of practices, the different components, and different things to look at and consider when implementing PBC in the program. Any other questions, Allyson?

Allyson: No, but I did want to just acknowledge the scene that's been going on in the chat for a while here about how hard it is to be both a supervisor and a coach. And so, I wanted to acknowledge that. We certainly know that. It's so much easier to take risks and try new behaviors when you are not worried about someone evaluating your performance as a result. We also know the reality that programs have just a limited amount of funding, and sometimes the supervisor does have to be a coach. So the beauty of PBC is that when you use data and you have a needs assessment that is clear and actionable, and then you develop through a shared process those goals, hopefully you've got buy-in from both the supervisor and the participant in the coaching that really, the goal is to support and improve practice.

And maybe you set up some firewalls of sorts to help that teacher feel really safe that this coaching piece is not part, necessarily, of their evaluation, but, really, the professional development plan that you have in place with that employee. So, no easy answer, really. I just wanted to acknowledge it and say that we hear you and we agree, and we're all trying to figure that out together.

Joyce: Yes, definitely. Sometimes that is half the battle, just to know that someone understands. But being a coach and supervisor has its own set of challenges, definitely. We hope that this time together has really kind of helped maybe get a better understanding of how PBC can be used to support curriculum fidelity. And we really look forward to continuing this work together. I guess we'll continue our conversation maybe with a little different topic in January, so we want to be sure that you guys remember that. January 25th, we will be back here at the same time, and we look forward to seeing you.

Please feel free to reach out -- the e-mail address there on the side or that toll free number if you have any questions or anything else related to coaching or any other supports that you think you might need. Please just give us a call, and someone will get back to you via call or e-mail. Anything else from you, Allyson?

Allyson: Just thanks for letting me join you all today, and I look forward to coming back again on another one of these. It was great.

Joyce: Yes. Thank you, guys, so much. Our hope was that this was beneficial to you and your time. So thank you.