

Coaching Corner Series

Digging Deeper: Exploring the Effective Practice Guides as a Resource for Coaches

Joyce Escorcia: Good afternoon, everyone. So glad we have so many of us joining us today. We're going to go ahead and get started with our Coaching Corner webinar series. I'm Joyce Escorcia with the National Center on Early Childhood Development, Teaching, and Learning or the NCECDTL. Thank you again for taking the time to be with us today as we dig a little deeper into the effective practice guides as a resource for you as coaches. Today, I'm joined for this webinar by my colleague, Jan Greenberg, and excited to have her here with us today. Going to help us kind of take a deeper look into the guides. Thank you for joining us today, Jan. And just as a reminder, we've kind of been on this journey of the Coaching Corner webinar series this year, and the goal of each webinar is to explore specific topics that would be relevant to you in your role as coaching and identify resources and strategies specific to our topic, putting into practice what we learn through scenarios, videos and opportunities to ask questions and discussion.

And, before we get started, I do want to just kind of review a few tips for participating in the webinar, that you can use the chat box that's to the right of the PowerPoint to comment and respond to questions, and so we'll be keeping an eye out there on the chat box, and then also we want to point out the supporting document for the webinar can be found in the bottom right hand of the screen, and that's going to be below your chat box, and so first, you'll see, it says Files, and we have the PowerPoint handouts, so we have that for you. And then, under there, you'll see where it says Web Links, and if you click on Web Links and then hit Browse To, it actually takes you to a Dropbox that has a PDF of one of the effective practice guides that we're going to be kind of looking at a little today. We put it in a Dropbox because it has some videos in it, so it was a little large to upload directly to the platform, but we wanted to be sure you had it, so you can access it via Dropbox.

So, if you want to go ahead and kind of start that downloading, it will do it in a separate window for you, and you'll have that to kind of refer to, and it's just such a great resource, so we're excited about being able to talk a little bit about it today. And then, again, due to all of us being in different locations and using different equipment, the volume levels are going to differ from participant to participant, so be sure and check your volume on your own device that you're using today. If you happen to get disconnected, you can use the same link you used to join the meeting initially, and no worries. You can just hit that same link, and it'll bring you right back in. And the session will be recorded and will be posted to the ECLKC, so we'll have that as well. And then there's also a transcript for the webinar today, and so you can see that right underneath the PowerPoint, and you can actually download it. You hit the Save button right above where the transcription is happening. You can hit the Save button and actually download the transcript even before you leave, so you have that as well as a tool. I think we're ready to get started. Today, in our time together, we're going to describe and discuss these effective practice guides and their purpose and the audience they can be used with.

We're going to talk about strategies to use the effective practice guides to support practice-based coaching and also with practice-based coaching implementation with your leadership team, and then we're going to look at how those practices can be used to create a needs assessment and even set goals for coaching. I wanted to start out today just by doing a quick poll and kind of finding out just a few things -- one, if you are a coach; two, if you're supporting coaches; and also if you're currently implementing practice-based coaching. So Lauren is going to put up our poll for us, and we're just going to ask you that you respond to our poll. Again, just a few quick things -- Are you a coach? Are you

supporting coaches? Are you currently implementing PBC in your program? And so we see people are responding very quickly.

Thank you for that. We see many of you are coaches, and we have some that are not, and we have a good mix of those that are supporting coaches as well, and then many of you are implementing PBC. So that's good to see. Thank you again for responding. We have a pretty good mix, quite a few coaches on with us today, and we have a good mix of those that are also supporting coaches because we know that that is just as important. And there are many different members on the PBC implementation team, so, even if you are not directly supporting a coach, being a part of that team to ensure that it's being implemented within your program and fully supported is just as important. So thank you for that. So we just kind of wanted to see who was with us today. Thank you for that, Lauren. And so we wanted to start out just by reviewing what we refer to as the theory of change, and this will probably feel very familiar to many of you. That positive child outcomes we know can and will happen when we use highly -- high-quality teaching practices, that those practices are learned through effective professional development, that the Head Start Early Learning Outcomes Framework, or the ELOF, is what children learn.

ELOF also provides information about how children learn, and the puzzle represents professional development and what we do to support staff implementation of those effective practices represented in the house, which leads to increased child outcomes for the framework. So the house you see right there in the middle, it includes five integral components of effective teaching practices. They have those parent-family engagement, providing nurturing, responsive and effective interactions and engaging environments, choosing and implementing research-based curricula and teaching practices, using ongoing assessment of children's skills and individualizing teaching and learning, that developments correspond respectively to the house foundation, the two pillars, a roof and the family within the house. When connected with one another, they form a single structure, the house framework. That fosters children's learning and development.

So coaching often begins with the foundation of the house, those nurturing, responsive and effective interactions, engaging environments because, without the foundation, the pillars and the roof will not be stable, so coaching and effective teaching practices for the foundation is very concrete and therefore an easier starting place for both staff and coaches. And effective professional development strategies also support home visitor's use, those effective practices to promote parental use of effective interactions and environments, which, again, lead to child development and learning outcomes. The use of effective home practices can be supported and encouraged via socialization and that the coach coaches the home visitor to be more effective. The home visitor supports the family as they are supporting their children in learning and development.

So we can see how that theory of change for home visitors also kind of flows -- may look a little different, but again, it still kind of has that same flow and that outcome of really supporting children in learning. And we also wanted to kind of review what are effective teaching practices because we're going to be referring to that term quite a bit, so this definition of teaching practices helps to differentiate between practices and activities, that a teaching or home-visiting practice can be used throughout the day regardless of the activity. For example, a teacher can engage in back-and-forth conversation with children as they arrive, during breakfast or circle time, during small groups, at center times, on the playground or during transition. Again, it can happen anytime during the day. A teacher will not be doing a puzzle or reading a book to the children or engaging in a particular art activity

throughout the day across all activities, so a teaching practice is something that can happen anytime, all the time, throughout the day.

So a teacher -- teaching and home-visiting practices are used by education staff, and that would be teachers, teacher assistants, family childcare providers and home visitors to support children's growth and development. And so we wanted to kind of see, this is just a quick question to answer in the chat box. How many of you -- Or has your program chosen a set of practices to use for practice-based coaching? Are you just kind of considering what practices are we going to focus on with practice-based coaching? And so you can just respond in the chat box, just yes or no if your program has chosen a set of practices. HOVERS, for home visitors, nos, yeses. Some are still considering, and it's back and forth. You're now working on collecting those practices and that, this year, yes, you did. Working on them now. All right. I see someone joined us in Atlanta for the PBCTI. Thank you for participating in that, and then some are looking for a set of practices to use. Some are also using the TOC model. And so today, then, you are in the right place. I am so excited to tell you because we will be kind of looking at this as a resource that really identifies those effective teaching practices that can be used. They're a great way to work with your coaches in seeing what those practices actually look like, and it's a great place just to be able to identify effective teaching practices. When we say teaching, that's teaching or home-visiting practices, just those effective practices.

So you are in the right place. We're so excited to have you here today for this conversation. And then we see a few -- Several mentioned the CLASS or HOVERS, and those are great places, again, to find just effective practices as well, so those are definitely great resources to use, and we're hoping that we can show you and communicate to you our excitement and how the effective practice guides can also be a great resource to identify those practices. So now I know what we're all here for is to kind of learn a little bit more about the effective practice guides, and I'm going to turn it over to my wonderful colleague, Jan Greenberg, and she's going to walk us through the effective practice guides and kind of looking a little bit deeper into kind of how they're made up, how we can see some of the effective practices and use the guides to support our work. So, Jan, I will turn it over to you.

Jan Greenberg: Okay, thanks, Joyce. Thanks for that great opening context, and thanks for inviting me to share information about these new resources that we are developing. The effective practice guides, the Head Start Early Learning Outcomes Framework effective practice guides identify and support the use of effective practices, so kinds of practices that you might be supporting the staff you're working with around. There are effective practice guides for each of the ELOF subdomains within a domain, so today we're going to be digging a little deeper into social and emotional development through the examples we're going to share and through the link to the effective practice guide that you have at the bottom of your screen. This resource, these effective practice guides, are going to live on ECLKC, and they will be available for the work that you're doing and the work of Head Start and Early Head Start programs across the country as you think about the types of interactions and environments and supports that teachers and home visitors and family childcare providers can use to support children's development across all of the subdomains and domains in the ELOF.

So let's start out by talking a little bit about why we have these guides. So the purpose for these effective practice guides is to provide information about domain-specific teaching practices that support children's development and progression within each of the ELOF developmental domains. The guides describe teaching practices. The guides show practices in early learning studies, including home-based, and offer a framework for reflection on and improvement of effective teaching practices. These teaching practices include nurturing, responsive and effective interactions that classroom teachers and

family childcare providers and home visitors can use to support children's learning and development. So a little bit more about these guides. These guides were developed in four sections -- Know, See, Do and Improve. So this framework, which is called the intentional teaching framework, is based on the work of Gail Joseph and Carolyn Brennan at the University of Washington.

They developed an approach to teacher education and training that focuses on building the competency of teachers in the classroom by allowing them to see and practice the strategies and interactions that they learn about in textbooks and course materials, so that would be the Know part, gaining knowledge of child development and what some of those specific teaching practices might be to support that development. So, in this teaching framework, students were able to see effective teaching practices, so that would be the See part, and these students were able to identify and describe in video clips of their own and others' classrooms the practices being used.

These students were able to try these practices out in their own settings, and that would be the Do part, and then receive feedback within a supportive peer group, which would be the Improve part, where they would be able to talk about and observe practice, assess their practice, analyze their practices and implement changes that would produce positive outcomes for the children they're working with. So these effective interactions were based upon interactions that are outlined in the classroom assessment and scoring system or CLASS tool. So within our effective practice guides and in keeping with University of Washington approach, we've applied the Know, See, Do and Improve to each of the ELOF subdomain guides. So we'll start off with the Know section. The Know section describes the teaching practices that are effective at supporting children's development in that respective domain, and we've grouped these teaching practices in three categories -- Interactions, adult-child interactions; Environment, what adults can do in the environment that supports children's development and learning; and then Individualizing, practices adults can use to support individual children's development and learning in that domain. Okay. So here's an example. The Know section of each effective practice guide includes the ELOF goals for children for that specific subdomain as well as teaching practices that are effective at supporting children's development, again in that subdomain.

This slide shows a sample of the Know section for interactions with infants and toddlers in the social and emotional subdomain, relationships with other children. So first you see the ELOF goals for this subdomain. That's on the left side of your screen. And then, on the right, you see one of the effective practices an educator, a teacher, a home visitor or family childcare provider might use to support children's development towards those goals. So these guides also include information on how a home visitor might work with parents or other family members to implement these practices, and so each practice includes a vignette which helps the user develop a mental image of the practice in action. So, in this example, the practice is, comment on and support children's use of emerging social skills such as sharing and using words to express ideas and needs.

And the vignette is a story about two children who are standing beside each other at the water table, and one child reaches for a sponge and hands it to the other child, and the teacher narrates what just happened, so bringing to life what the interaction was and what the social skill was that the children were demonstrating. So here we see goals within that same subdomain, relationships with other children, but here are goals for preschoolers, and then the practice and the vignette here are also geared toward interactions in a preschool setting. So, again, this practice is reading and discussing books, telling stories and commenting on what it means to be a friend and the vignette tells a story about a teacher hearing children saying, "You can't be my friend," and deciding to -- read and discuss a story about friends and sharing that story with the children. So environment is also part of the Know

section, so each guide offers practices that educators use to arrange a hands-on environment with materials and activity areas to support development within that ELOF subdomain.

This slide is a continuation of the social and emotional subdomain, relationships with other children, and it focuses on preschoolers. And, again, within this section, you'll see, you know, the goal, effective practices the teachers, home visitors and childcare providers can use to support children's development in that domain and towards those goals. So one thing I want to point out here is that you'll notice, in this vignette, it includes a child with a physical disability, and we were very intentional about representing the diversity of children found within Head Start and Early Head Start programs across the country, so it's a diversity in ability, race, ethnicity and languages spoken are awoken throughout the recommended teaching practices and vignettes that illustrate how the practice can be applied. So, finally, the Know section includes information about individualizing practices for children with unique needs. So these practices include making modifications to environments or embedding additional support for children and tailoring teaching strategies based on children's individual needs.

So, in this example, the teaching practice is to scaffold the child to enter a play scenario by modeling and offering a suggestion and supporting the child in the moment to enter a play scenario that's already in progress. So, Joyce, take it away.

Joyce: Thank you, Jan. So we just wanted to take a few minutes and talk about Know. Jan gave us a lot of great things to think about with the Know section, and I love how the Know section is kind of broken up into those interactions, those environment and then the individual, I think, pieces, and so we kind of wanted -- And I know some of you are still downloading the guide, but to kind of think about, how could the Know section of the guide support your work with PBC? So, again, we're just going to use the chat box for this just to kind of think about, how could that Know section really kind of support your work with PBC? And I know some of you were asking about when the guides would be available. We have a PDF version of this specific guide that we are so excited to be able to share with you, again, via Dropbox because it has a lot of videos, and so it was just too large for us to upload or to even e-mail. We put it in Dropbox for you, and we are looking for this guide to be available, and again, this is going to be like your interactive resource on the ECLKC to utilize. But we're looking for this guide to be available tentatively in June is what our projected date is. But we're excited to give you guys kind of a sneak peek at it and the ability to kind of use it in your work now. But it will be available. Yes.

Jan: Joyce, just to piggyback on what you were saying, we are looking for not just this guide but the four effective practice guides that are part of the social and emotional domain to be available on ECLKC sometime May or June. So, again, be looking for those in the near future, four effective practice guides.

Joyce: Oh, wow. That's exciting. When we were talking earlier, I was just thinking the one, but having four of those guides available so soon, that's even better. So, yes, so just to kind of answer that question that was coming up in the chat box, so we have access to the one in the PDF version, but they will be available via the ECLKC, and we've got it just hot off the press from Jan, May, which is quickly coming to a close or June. So those will be there, so that's exciting, I think, for all of us to kind of see that. And so, again, we just wanted to talk just a little bit about how the Know section of the guide specifically could support your work with PBC, and I see someone put that it can give teachers specific examples to read and to think about, and that's definitely one of the first things that I thought about. It's really about kind of learning more about what that practice looks like when it's implemented, and that was one of the great things I thought about when looking at the Know section of the guide.

And then kind of making that PBC connection there, when I was thinking about it, again, we had the standard there that, you know, just kind of talked about that shared goals and action planning, but when I thought about it, it was a great place to actually see some specific guides on some specific practices and how those were connected to that social and emotional domain, and I also thought that -- Hang on a second. My computer's lagging just a little bit. And that we know we can create that needs assessment once we identify the specific practices that we want to use and that, again, having this connection directly to the specific school readiness domains kind of gives us that direct link into looking at the data also, so we could use this knowing that we're looking specifically at social-emotional and then looking at our data, looking across all of the guides will eventually be out that are going to address all of those domains to really be able to see those direct connections to what our data is telling us about who's going to benefit most from those practices, and some of that data could come from that child assessment data.

And then, when I was looking at as a coach or a coachee, so again, we're kind of taking a look at that PBC connection on a couple of different levels. One is a PBC implementation team, so on that program level, and then as a coach or coachee providing or receiving coaching. You know, I really thought about how, once that needs assessment was created, how, you know, the coach and the coachee can work together to choose one of those practices and then develop that needs assessment and that the Know section really does a wonderful job at describing those teaching practices that are effective in supporting child development in those ELOF subdomains and that the examples in the guide are a great way to kind of show that connection between effective teaching practices and the specific ELOF subdomains and school readiness goals. So I thought that the guides just did a beautiful job at kind of helping to connect the dots, and I think that many times, as coaches, that what we do is really helping to kind of connect those dots to see that, "Okay, the work we're doing here with coaching, that if I do these practices, then how they can have a direct effect on those domains." That was one thing that I really loved about the guides, and I thought how that was just right there for you as a coach to be able to make that connection, you know, because it's basically right there in front of you the way the guides are organized, so I thought that was a great tool and a great resource. So now, Jan, I'm going to turn it back over to you, and you're going to talk to us a little bit about the See section of the effective practice guides.

Jan: Okay, thanks, Joyce. And actually, there's a comment here from Cindy Ayalla who says, "If teachers don't know what the practice looks like, it all just becomes words," and actually, that's a great sort of segue between the Know section where we had the vignettes to give staff a mental image of what the practice might look like and a great segue to the See section -- -- which includes video and questions to consider about the video. And these video clips show effective teaching practices in action, and they allow you to see teachers and family childcare providers or home visitors using the effective practices in an early childhood setting. So, on the screen now, we see an example of observation questions. This is a video from the effective practice guide on relationships with other children, and so the first set of questions is about the -- are just observations. So, after viewing this video, the viewers would answer these questions. So one of the features of the environment where the action takes place, what are the adults and children doing? Where are they seated? What do you observe about how the teacher interacts with the boy doing the puzzle? And then there's a second child who comes into this video, and what does that teacher do? How does that teacher interact with the boy who comes by later? So that's one set of questions. There's another set of questions called Application, and these questions allow viewers and users to think about how the adults are applying the practices in each of the videos. And we want to show you this particular video. This is one of the videos that takes place on a home visit, so this is a home visitor with adults and a child, and so would you show the video?

Home Visitor: Okay, we didn't talk really about the stacking, did we? We need to talk about, this is flat, and you can stack it, right?

Boy: I want to make a city!

Home Visitor: Yeah.

Boy: I'm going to make a city!

Home Visitor: Okay.

Boy: There we go.

Home Visitor: You can stack that, can't you?

Boy: There it goes. -Mom: Uh-oh. Well, try this one.

Home Visitor: Oh!

Mom: See if this one goes.

Boy: I did it!

Home Visitor: Wow!

Mom: What about this? Can it go on top?

Boy: Um, yes. Going to fall!

Home Visitor: Yup. Uh-huh.

Mom: Very good.

Home Visitor: Oh, good job!

Mom: Here, let's try making it even. Here.

Man: Should put -- no, he should put this one right here, here, here, here.

Mom: Hold on. Let him do it. Here.

Boy: Okay. You hold it.

Mom: See if it can fit on top. Can it fit on top?

Boy: Yeah, I try it. Oops!

Mom: Try again. You want to try again?

Boy: Yeah. Do this one!

Mom: Okay. Where you going to put it?

Boy: That there.

Mom: Put it -- There you go.

Home Visitor: Good, yeah.

Boy: Mommy, I put it.

Mom: Okay.

Home Visitor: Okay. Wow!

Boy: I did it!

Mom: Yay!

Home Visitor: Xavier, that's great!

Mom: Good job!

Home Visitor: Wow!

Boy: I made that tall!

Jan: Which teaching practices does the mother use to encourage her son's sense of identity and belonging, and how does her son respond? You can type your responses in the chat box.

Joyce: And, Jan, while we're kind of waiting for some of the responses -- I see many people typing in -- I just wanted to add that, if for some reason, you couldn't hear the video, just know that it is in that PDF that you have of the effective practice guide, that the video is available there, that you could actually scroll over that same picture in the See section, and you can watch the video there. So no worries if you happened to miss the audio here.

Jan: All right. And there's some really good responses here, so she encouraged him to try it again. She showed excitement when he tried different ways to stack. She encouraged him to do it, hands him the material. Yes, her child kept going, stayed engaged. There was -- She encouraged his participation. He responded by participating with confidence. So these are the kinds of things that, if you're using this in a supportive role, you would be encouraging the people you're working with to answer these questions. What did you see? What else might the home visitor do in a scenario like this? So, again, these are application questions.

And then the last set of questions are reflection questions. And these questions help users think a little more deeply about the practices they've read about at the start of the guide and then observed in the video clip, and sometimes these questions ask users to go beyond what they saw, so, for example, in this set of questions, there's a question, "What else might the teacher do to encourage the children in this group to feel like confident learners, confident individuals who belong to the community and in the classroom and other places?" So there will be a variety of those kinds of reflective questions in each of the See sections. And each guide will have either infant and toddler -- infant-toddler and preschool videos or, in some of the other guides that are just for infants and toddlers, there will be just infant videos showing infants and toddlers and, in other effective practice guides that just focus on preschool children, there will just be videos with preschool children and adults working with them. And we take this back to you, Joyce.

Joyce: Yeah, well, this, again, making that PBC connection about -- We just kind of want to talk about for a few minutes, like, how could the See section -- We talked about the Know section, so now how could the See section of the guide support your work with practice-based coaching? So, again, I want to just kind of give a few minutes for you to respond, but when I saw this, I was like, "Oh, man! There's all kinds of stuff we could do with this as far as being able to, you know, actually see what those practices look like!" Because we always talk about what a powerful tool video is, and so we just kind of wanted to give everyone here a chance to kind of just think about, how could the See section of the guides kind of support PBC? And you know that, you know, once you are able to kind of take some additional time and look at the guides and go through them, I know that there's going to be a lot of ideas that kind of float around.

I know, for me, I see we have one person that's saying they'll be able to have the coaches see their teaching practice, and, yeah, I think that's such a powerful tool. That would be a good tool for teachers to reflect on their own practices after seeing others doing it in an effective way. It helps us to focus our observations, too. And that is so true that, as a coach -- Because, again, you know, I always refer to it as like you're building your muscles. And so, as a coach, it really kind of helps to fine-tune those skills on looking at specific teaching practices. That is a great way for self-assessment. It helps teachers to focus on what practices they saw happening and reflect on what else they could implement. They could really help to kind of fine-tune what is an effective teaching practice. I love that, that idea there. And, yeah, I was also kind of thinking, again, at kind of the program level, at the PBC implementation team, that the See section can be used with any delivery format of coaching, you know, not just those that fall under those that need that intensive coaching, but say, if you have some teachers that, you know, are participating in self-coaching or peer coaching, that again, these are all resources that could be used across, you know, any delivery format of PBC.

Also see some other responses that the See section would allow teachers to see what it is, that it helps teachers to make individualized goals for the children as well, so again, it just kind of opens up to a lot more conversation. And then kind of looking at the PBC connection for the coach and the coachee, that it's really a great way, again, as many people have already pointed out, that, when necessary to learn more about a practice, about what it looks like, that those videos really -- there are videos in a variety of different settings, and so the videos are a great way to see very specific practices in action, and also it can create a goal and an action plan for implementing those practices. The guides can also include ideas and strategies that can be included in the action plan. So watching the video and using the guide can very easily fall into kind of the action step, you know, that these were some of the things that could happen to accomplish a specific goal. So loved all of those ideas, and definitely going to kind of take some of those ideas back and kind of add them to some of the things that we're already doing, but we

wanted to just kind of, again, just get us thinking on, how could we use this in our work? And now Jan is going to talk to us a little bit about the Do section and then moving on into the Improve section of the guide.

Jan: Okay, so the Do section of the effective practice guides provides a variety of examples of teaching strategies, environmental modification, activities that educators can use to try out some of the practices they've learned about from the Know section and that they've seen in the video clip. So here are some sample Do practices for educators who work with infants and toddlers, and these practices come from the effective practice guide on relationships with other children, so we have practices around positioning infants, creating opportunities for children to play side by side and providing duplicate toys, practice for older toddlers, ways to arrange play areas that can accommodate small groups so that children have an opportunity to interact with each other. These practices from the same effective practice guide are for educators who work with preschoolers, so again, a variety of different kinds of practices and strategies listed here -- pairing a child who has difficulty making friends with a more skilled buddy; modeling ways a child can invite himself into a group or a play scenario; identifying problems as you see them happening between children and how you might cue those children to pay attention to what's going on and what they might be able to do about it.

In each Do section, we've also included strategies for home visitors. And so the section of strategies for home visitors says you can support parents in identifying, adapting and trying activities above, and that would be the infant, toddler and preschool activities during home visits and group socialization, but then we provide additional ideas that home visitors can use when engaging with parents during home visits or group socializations. So here's an example, again from the effective practice guide on relationships with other children, and that is a strategy about sharing information about why it's important for their child to develop positive social skills with peers and then some additional information about peer interactions among young children in some cultural groups and what might be some different ways children interact depending on what their family background or culture is, so, again, an example of what kinds of practices and strategies you might find for home visitors. So, Joyce, this is the last section of the effective practice guides, the Improve section, and this is really all about the coaching aspect, so, Joyce, take it away.

Joyce: Yeah, thank you, Jan. Yeah, here, just kind of to continue moving through the guide, we're going to kind of talk about some of the ideas about how to kind of PBC connection that just to kind of finish the review of the guides, looking at the Improve section of the guide, as we know that, you know, educators, education staff will need support in trying out and refining those practices, so that's why we have the Improve section. And so, in that Improve section, it follows the practice-based coaching or the PBC cycle, and so it has that planning goals and action steps, and in PBC, we know that shared goals and action planning. It has that focused observation and reflection and feedback as a way to think about using PBC to improve teaching practices related to those ELOF domains. So, again, just another great tool and something to add to our toolboxes as coaches as we're supporting education staff and in the --

Jan: Joyce?

Joyce: Yes, Jan?

-an: Go ahead. Finish what you were going to say because I wanted to piggyback on you.

Joyce: Oh, no. Go ahead. I was getting ready to transition to the other slide, so go for it.

Jan: Okay. So just wanted to point out, while we might not have examples on this slide in terms of planning goals and action steps and focused observations, we provide some additional effective practices. We list them for staff working with infants and toddlers, and we list a separate set of practices for staff working with preschoolers, and so you might, when working with staff in your program choose those practices that are listed there, you might decide to choose practices from Know or those that you identified in See or maybe tried out in Do, but here's another set of practices that you can focus coaching around, and they're available in each effective practice guide.

Joyce: Yeah, so thank you for that, Jan. The more I look at it, I was like, "Oh, man, this is such a great tool just to be able to have. It really helps connect the dots as a coach. It's kind of ready to go." Those dots, I feel like, are already kind of connected, so it's just a matter of plugging it in, whether it's focusing on that specific teaching practice or whether if, you know, you're working on -- Maybe it's not worded specifically like the practice in the effective practice guide, but you can still use some of those videos to kind of accomplish the same goal as what you're doing, so, again, just a very powerful tool. And then, consistent with the PBC approach, the effective practice guides include that reflective questions in the Improve section that coaches and coachees can think about and, again, know that that reflection and feedback piece is so important within the PBC cycle, and, as we're kind of developing the coaching skills, these are just some easy, kind of ready-to-go questions that are directly related to and could be used with those specific domains and those specific practices. And so now -- And I see our chat box has just been, you know, very lively, but how could we use the Do and Improve sections of the guides to support PBC?

And I want to go back.

There was a comment in the chat box that I'm kind of going back to, the See, how the See really kind of put a visual to the Know section, and I know that, when the guides were developed, Jan, that, you know, that was really something that you guys really tried to follow was the kind of Know gaining that knowledge of what are those practices, how are they connected to those domains and then actually being able to see what they look like and then, again, moving into the Do and Improve sections. Yeah, so just to kind of get some ideas from you guys, when you kind of see this, and looking specifically now at the Do and Improve sections, how could you use that to kind of support your work with PBC? And I see many, many people just typing away, so we'll give you guys just a couple of minutes here about how it could be used. A couple of the things that I thought about, again, was just having those reflection questions ready there. And then you can create those shared goals by working with the teaching staff on what can be worked on and be done better, so, exactly. So you could take some of those very specific practices that are already listed for you within this guide to work on. It could definitely be used kind of in that process for improvement and as you're working through that PBC cycle, that's definitely a great tool to have, and I was also thinking about how the guides really kind of give you a variety of different strategies that a coach could use during focused observation and reflection and feedback, so that really does give you ideas to use when you're working through the PBC cycle and just how, you know, each collaborative partnership that you form is different.

Those strategies that you use from one coaching to another is going to be different. So I love how it doesn't just give you, like, one idea. It gives you several different strategies that you could use. I see one of the responses, again, be used when creating your shared goals and action plan after observation,

mutual instruction and feedback. You're so right there. And also kind of tying it into other tools that you're using. I definitely see someone mentioned CLASS, so you could definitely take some things that maybe you're looking at with the CLASS tool and kind of see if some of those practices are the same that are addressed in the guide. That's definitely another great idea. It shows the teachers, they have support to help them work through troubles and help them create action plans. Exactly. I love -- Because there's nothing like being able to see someone else do it and see exactly what that practice could look like. So that definitely is a powerful activity.

And then, as a coach, to kind of give some of those activities on what, you know, what -- Or as a coachee, like, what could you do? I think it's a great tool as well. We're coming up on our 4:00 time. Definitely wanted to just kind of touch on the resources and support we have. You'll, you know, have that within the PowerPoint handout, and again, you can download the handout right underneath the chat box. You can download the PDF of the PowerPoint. And then, below there, there's a web link to the Dropbox. So some great resources there. We really hope that this is another tool that you can add to your toolbox in the work you're doing with coaching, and, if you have any questions or anything that's kind of pending, I'll be here for, you know, a few minutes. I'll be glad to, you know, kind of address any questions, and, you know, if there's something maybe that you don't want to ask here within the group, but you have something else, please e-mail us there at the e-mail address on the screen, and we will definitely get back to you there. So it's so great to see everyone today. Thank you again, Jan, for taking your time and being on here with us and kind of giving us a sneak peek into this wonderful resource, and we will all be looking for them on the ECLKC very soon, so thank you, guys. Like I said, I'll be here for just a few minutes, but did want to kind of be respectful of your time and let you know that you are free to go.

We are right at 4:00. Jan, was there anything else that you wanted to add?

Jan: No, just a thanks for inviting me to participate in this and to share some exciting and upcoming resources.

Joyce: Yeah, thank you. Oh, and I did want to address one thing. I saw some references to MyPeers, I know, and that just tells me that it's so exciting from the PBCTIs we had talked about the PBC coaching community, and we are working diligently to get that up and going. So you have not missed your invite yet. We are still in the process of getting that going, so no worries. You haven't missed anything if you've been waiting on that. We are looking to launch the PBC MyPeers community very soon. So I just wanted to address that because I saw a few questions in the chat box about that.

So thank you, guys. Thank you, everyone, and please be sure and fill out your evaluation when the webinar's over. You'll have an evaluation screen because we want to hear from you. We want to know how we can best support you.

So talk to you again soon.