# River Crossing
# Early Childhood Program

## Guiding Questions Part 1: Meet the Program

- *What does the program have in place related to PBC-DIDM?*
- *What type of effort and effect data is the program collecting?*
- *What other contextual factors might be important for the program to consider?*

─────────────

## Introduction

River Crossing Early Childhood Program (RCEC) is a year-round inclusive center-based childcare program enrolling children 6 weeks to age 5. RCEC has five centers regionally located around a large urban city. The executive offices are co-located with the Central Center located downtown. RCEC Executive Director, James, has held his position for 11 years. He learned about *Practice-Based Coaching Data-Informed Decision Making* (PBC-DIDM) from a colleague and shared the approach with the RCEC Leadership Team. The Team discussed how PBC-DIDM would complement the Pyramid Model and Practice-Based Coaching initiatives they established 4 years ago and agreed that PBC-DIDM was a good fit for their program. RCEC has been implementing PBC-DIDM for 12 months, and the Team is excited about the progress they are making!

Table 1. Structure of RCEC

| Centers | Coaches | Classrooms[1] | Practitioners |
|---------|---------|------------|---------------|
| Central | 2 | 16 | 38 |
| North | 1 | 18 | 45 |
| South | 1 | 14 | 33 |
| East | 1 | 12 | 30 |
| West | 2 | 24 | 57 |
| Total | 7 | 72 | 203 |

[1] Some classrooms have 3 adults, all sites have at least one floater throughout the day to support with coverage.

## Who is on the Leadership Team?

- Yerelyn (PD Specialist, Lead Coach)
- James (Executive Director)
- Shana (Fiscal Specialist)
- Chris (Data Manager)
- Kemoni (Disability Specialist)
- Lynn (Central Program Coach)
- George (West Program Coach)
- Mary (East Center Director)
- Jessi (Toddler Practitioner)

## What has the PBC-DIDM progress been to date?

The Team rated the *PBC-DIDM Implementation Profile* every 2-3 months during their first year of PBC-DIDM implementation. Big milestones accomplished to date include:
- increasing coaching capacity - hired 2 new coaches by reallocating funds
- identifying a Lead Coach to provide ongoing professional learning support for coaches, including quarterly video-based feedback about their use of PBC
- revising forms and establishing electronic systems for collecting effort and effect data (e.g., coaching logs, priority practices checklists)
- adopting PBC-DIDM Prepare-Look-Think-Act Process for quarterly "Data Chats"

## Who are the RCEC coaches, and what coach supports are in place?

- 1 Lead Coach and 7 Program Coaches (all former practitioners in RCEC)
  - 5 coaches with 2+ years of experience
  - 2 coaches who are new to their role
- Coaches have participated in workshops to learn about PBC and the effective practices that are the focus for coaching
- Consistent forms and procedures in place for coaching
- New electronic system for submitting coaching effort and effect data (e.g., coaching log, action plan, priority practice checklists) was adopted 6 months ago – some coaches find it challenging
- Yerelyn, the Lead Coach, provides ongoing support for coaches through (a) bi-weekly data pulls to monitor coaching data, (b) monthly coach community meetings and (c) individual video-based PBC implementation feedback – it's getting hard to balance her roles

## What are some efforts to support practitioners to use the practices that are the focus of PBC and PBC-DIDM?

- 1-week of half-day back-to-school trainings
- 2 coach-led staff-wide professional learning days each year
- Teaching Pyramid Observation Tool (TPOT) or Teaching Pyramid Infant Toddler Observation Scale (TPITOS) observations Sept. & Feb.
- Created a priority practices list that aligns with curricula, the Pyramid Model, and program-wide goals for embedded learning supports for children with disabilities
- Ongoing priority practice observations to guide PBC sessions
- PBC for all new practitioners
- PBC for veteran practitioners based on request or individual strengths and needs data

*River Crossing*
*Early Childhood Program*

## Guiding Questions Part 2: PBC-DIDM Implementation Profile

- *How did the roles represented by different members of the PBC-DIDM Leadership Team influence the discussion?*
- *How did the indicator guidance support the PBC-DIDM Leadership Team in rating the Profile?*
- *What Profile tier(s) were the focus of the PBC-DIDM Leadership Team discussion?*

——————————

## *Reviewing Progress* (see Profile Goals – beginning of meeting, p. A)

During their second year of PBC-DIDM implementation, the RCEC Leadership Team met in November to review and discuss the *PBC-DIDM Implementation Profile* and their goals for the next three to four months. The last time the Team met to rate the *Profile* was in June. Although it had been a few months since the Team's last meeting, the *Profile* was stored on a shared drive accessible to all, and smaller work groups were making progress toward the goals set in June.

- Yerelyn, the Lead Coach, facilitated the meeting
- Shana, the Fiscal Specialist, shared her screen and took notes on the *Profile*
- Lynn, a Coach, kept the Indicator Guidance pulled up for clarifications

The Team started the meeting by reviewing their progress towards the goals set in June (see Goals – beginning of meeting tab, p. A). Yerelyn shared how thrilled she was to have Chris, the Data Manager, join the PBC-DIDM Leadership Team. Chris's support made the electronic data systems possible. Together, the Team added notes regarding action steps in progress, adjusted the progress tracker, and, when needed, added additional action steps.

Next, the Team briefly reviewed the instructions for rating the *Profile* indicators on the Instructions tab and how to access the Indicator Guidance tab when needed. Let's listen in on their discussion as they begin looking at the *Profile*…

## Reviewing Progress since the last PBC-DIDM Leadership Team meeting in June (see Profile Foundational, p. B)

Lead Coach: Yerelyn said, "*Last time, we focused on the Initial tier, which is blue. It's important to ensure we build a strong foundation. Please review the blue Foundational indicators on the Profile and note any for discussion or rating adjustments.*" The Team spent five minutes reviewing the Foundational indicators and agreed the ratings were still accurate.

# *River Crossing Early Childhood Program*

**📋 Rating the Initial tier of the Profile during the November PBC-DIDM Leadership Team** (see Profile Initial tier, p. C)

Lead Coach: Yerelyn confirmed there were no changes at the Foundational tier and moved the Team to the Initial tier, which is green. She stated, "*Many indicators rated '0 = Not yet started' relate to our earlier goals. We should see significant progress for this tier, so let's review column by column, starting with Leadership – from IL1 to IL4. IL2 and IL4 weren't fully implemented in June. How are we doing now?*"

Executive Director: James commented on the benefit of Chris's addition to the Team and thanked everyone for their commitment to the PBC-DIDM process. He stated, "*I shared information about PBC-DIDM at our October executive board meeting, where Yerelyn presented briefly. It was well received! Our data-driven staffing decisions and the proven investment in coaching help me advocate for PBC's continuation and new coach hires.*"

Fiscal Specialist/Notetaker: Shana said, "*I was there, and I agree it was really well received! So, do we agree then that we want to rate IL1 to IL4 as '2 = fully in place?'*" Everyone agreed.

Lead Coach Yerelyn said, "*As discussed earlier, our goals are linked to IL5, IL6, and IL7. We have systems for a data schedule, but confirming complete data collection about coaching sessions has been challenging.* The Team revisited their goals to reflect and discuss whether they felt IL5, IL6, and IL7 were at '1 = Partially in place' or '2 = Fully in place.'

Coach: George asked, "*Is IL6 just the TPOT and TPITOS? What does 'confirm that data is collected as planned for coaching sessions' really mean? We usually coach for 8 to 12 weeks in a classroom, but what if sessions are canceled or the practitioner leaves?*"

Coach: "*The Indicator Guidance for IL6 says, 'A PBC Log is on file for every coaching session,*" said Lynn. "*It also mentions the PBC-DIDM Data Mapping Tool might be a resource*." (see Profile Handout, p. D)

Lead Coach: Yerelyn said, "*So I think IL6 and IL7 are still a 1. For IL6, sometimes, the tracking sheet shows the session occurred, but there's no coaching log in the system. For IL7, sometimes, the log is entered, but a coach writes out 2 hours, which I have to convert to 180 minutes It sounds like a small detail, but it can take a lot of time to clean up the data. This can slow down Coach Community Meeting prep because I need the data to see what the strengths and needs are.*"

Data Manager: *"How many coaching sessions should coaches have every week?"* asked Chris.

Coach: *"It depends on different things,"* said Lynn, *"like if we're doing groups or individual coaching sessions."*

Executive Director: James nodded, *"I think Chris has a good point. When we did the 'Prepare-Look-Think Act (PLTA) data chat' in September, we talked a lot about caseloads and what was feasible for coaches, so they didn't feel like they were spread too thin. So, we know how many sessions should happen each week for each coach, group, or individual, and that's on the Data Mapping Tool schedule"*

Disability Specialist: Kemoni, shared how Chris helped her to run regular reports about children's individual support services and said, *"If the numbers are lower than expected, we review attendance or collaborate with families and providers to ensure that children receive their services. Perhaps you could implement something similar. You might generate a report to check if teachers are receiving coaching services— I know it's different, but there could be a similar solution in terms of the report you're trying to pull."*

Data Manager: Chris chimed in, *"We can totally do that, so then you know if you have 20 coaching logs for Coach A but only 2 for Coach B. It won't answer the question about whether a log is entered for every session, but it could give you a snapshot of what's been entered to compare with what's expected each week. Also, to Yerelyn's point about cleaning up the data, for IL7, we can try to validate the response options in the electronic forms to require a response or a number. I just need someone to help me know what we want to see versus what we're getting right now."*

Fiscal Specialist/Notetaker: Shana said, *"Okay, to bring us back. It sounds like IL5 is a '2 = Fully in place,' but IL6 and IL7 are '1 = Partially in place.' Does everyone agree?"* The Team agreed.

Lead Coach: *"Thanks, Shana. We have a couple of action items we'll need to work on together for IL6 and IL7. Let's add those notes to our Goals tab, and then we can move to the Initial Coach and Practitioner indicators,"* said Yerelyn.

The Team continued working through the Initial tier indicators, rating all of them as '1 = Partially in place' or '2 = Fully in place.'

Coach: *"Hey, look! We have 1s and 2s for all the Initial indicators!"* said George. *Are we ready to move up?"*

Everyone nodded, and the Team agreed to begin exploring the Mid-tier indicators.

## Guiding Questions for Part 3: Setting Goals

- *Why might it be important to rate all indicators as 2 = 'Yes, fully in place' or 1 = 'Partially in place' before moving up to the next tier?*
- *How did the Profile help the Team to identify data-informed goals (see Goals – after meeting on 11.01 tab, pp. F-G)?*
- *Why might it be important to link goals to specific Profile indicators?*

———————

## Rating the Mid-tier of the Profile and Setting Goals during the November PBC-DIDM Leadership Team Meeting (see Profile Mid-tier, p. E)

Practitioner: *"We're movin' on up!"* Jessi exclaimed, prompting laughter and celebration among the Team for this milestone.

Lead Coach: *"Remember, each tier builds on the one below it, and we're still working on a couple of goals or action steps in the Initial tier, so it's okay if we have fewer 2s here. Let's just focus on the steps and the good progress we're making,"* said Yerelyn. *"So ML1 and ML2 are about collecting feedback from the practitioners and coaches."*

Coach: *"Yeah, and if we look at the guidance,"* said Lynn. *"ML3 and ML4 are about using that feedback in the PLTA [Prepare-Look-Think-Act] process. We're committed to using it, but I think we all want a little more practice with it."*

Coach*: "We collect a practitioner survey in August to kind of see what they want,"* said George. *"We also collect the strengths and needs data about the use of effective practices, but neither of those is really about the coaching support."*

Coach: *"But the guidance says PBC supports **and** effective practices. We've got the effective practice data, but we need to get the coach part,"* said Lynn.

Practitioner: *"I love working with Lynn as my Coach,"* Jessi shared, *"but I do think some teachers might appreciate a structured way to give feedback about coaching."*

Coach: George said, *"I think it's a 1 = 'Partially in place,' but we need to make some changes and maybe collect the practitioner survey after coaching rather than at the beginning of the year."*

Lead Coach: *"These are great ideas. We also don't have a coach survey, but feedback would be useful,"* said Yerelyn. *"Let's continue rating this tier. Then, we can prioritize the indicators to focus on next, saving time to consider how they might inform our goals."* (see tab for Goals after meeting on 11.01, pp. F-G)

6