



PBC-DIDM Coach and Lead Coach Competencies

Within the Practice-Based Coaching Data-Informed Decision-Making (PBC-DIDM) Model, Coaches have the knowledge and skills to facilitate Practice-Based Coaching (PBC) and other learning experiences. When planning these experiences, Coaches engage in data-informed decision-making (DIDM) and regularly gather feedback to enhance their knowledge, skills, and capacity to use PBC-DIDM in diverse early childhood settings.

Effective PBC-DIDM Coaches will:
1. Participate in ongoing learning experiences ¹ to gain knowledge and skills for supporting practitioners, children, and families through PBC.
2. Participate in or facilitate ongoing learning experiences that build practitioners' knowledge and skills to use effective practices with children and families.
3. Develop and use logs or checklists to guide implementation and gather data about Coach efforts when facilitating PBC and other learning experiences.
4. Develop and maintain collaborative partnerships with practitioners and key stakeholders ² .
5. Use information about the practitioners' strengths, needs, priorities, and preferences to inform shared goal setting, action planning, and the PBC cycle .
6. Use focused observations to collect data about practitioners' use of effective practices and how children and their families respond to those practices.
7. Facilitate reflection about data gathered during the focused observation to support collaborative planning and the practitioners' use of effective practices.
8. Provide data-informed, supportive, and constructive feedback about the observed shared goal, practices, and activities/routines.
9. Use preferred enhancement coaching strategies (e.g., modeling, graphic feedback) to support practitioners' knowledge, skills, and goal achievement.
10. Support practitioners in self-monitoring their use of effective practices by collecting, summarizing, and analyzing their own goal-focused data.
11. Support practitioners in identifying linkages between effective practices and desired outcomes for children and families (e.g., child assessments, IEP, or IFSP).
12. Demonstrate data-quality practices to ensure complete, accurate, and timely entry of coaching effort and effect data into appropriate electronic systems.
13. Use the Prepare-Look-Think-Act (PLTA) Process to examine the practitioner, child, and family progress and to refine PBC efforts (e.g., format, dose, practice-focus) when appropriate.
14. Use PBC implementation data and feedback to reflect, refine practices, and enhance the support provided to practitioners, children, and their families.

¹ Learning experiences might include workshops, courses, communities of practice, online modules, or video-based feedback opportunities etc.

² Key stakeholders have a vested interest in the success of the coaching partnership and might include teaching assistants, co-teachers, related service providers, directors, principals, family members, etc.



Within the Practice-Based Coaching Data-Informed Decision Making (PBC-DIDM) Model, Lead Coaches demonstrate the PBC-DIDM Coach Competencies and have the knowledge, skills, and capacity to support other Coaches and Leaders in using PBC-DIDM as intended.

Effective Lead Coaches will:
1. Serve as a Coach liaison to the program's Leadership Team to provide regular data-informed updates about program-wide PBC efforts and effects.
2. Support key stakeholders in identifying connections between the PBC-DIDM Model and the broader program services, goals, or mission.
3. Use data to advocate for Coach resources and learning experiences when appropriate for meeting the broader program services, goals, or mission and Coaches' well-being.
4. Help others in the program to learn about and use the PBC-DIDM Effort and Effect Cascade and Prepare-Look-Think-Act (PLTA) Process to make data-informed decisions about (a) program-wide coaching efforts and (b) if those efforts are achieving the intended effects.
5. Establish and maintain a well-organized electronic repository for sharing current, evidence-based resources and materials ³ to facilitate the use of PBC-DIDM, PBC, and the effective practices that are the focus of coaching.
6. Establish and maintain an electronic system(s) for collecting, tracking, and preparing effort and effect data for the PLTA Process that includes enhanced data quality features (i.e., complete/without missing data, accurate scoring, and timely/as scheduled).
7. Coordinate the selection and onboarding of new Coaches by (a) aligning position descriptions with PBC-DIDM Coach Competencies and (b) ensuring initial learning experiences about effective practices, PBC, and DIDM occur in a timely manner.
8. Plan for and facilitate regular data-informed Coach Community Meetings .
9. Coordinate individualized Coach support activities within the program by ensuring each Coach receives regular opportunities for video-based reflection and feedback about their implementation of PBC and other individualized Coach support when requested or needed.
10. Plan for and facilitate PLTA Learning Experiences to help other Coaches examine their coaching efforts and determine if those efforts are achieving the intended effects.
11. Collect participant feedback about PBC and PBC-DIDM implementation and use those data in the PLTA Process to regularly engage the Leadership Team, Coaches, and practitioners in collaborative data-informed decision making.

³ Resources help people to gain knowledge. Examples of resources include articles, briefs, and video examples. Materials are job-aids that help people to use a practice in their context. Examples of materials include logs, checklists, planning templates, data collection templates, visual cues, children's books, puppets etc.