



PBC-DIDM Guide: Establishing a Leadership Team and Identifying a Lead Coach

Getting Started

This guide is aligned with Foundational Indicators on the PBC-DIDM Implementation Profile and can be used to help identify (a) the members of the PBC-DIDM Leadership Team, (b) a Lead Coach, and (c) foundational information and resources to plan for the first PBC-DIDM Leadership Team Meeting. Before your first PBC-DIDM Leadership Team Meeting, be sure to check out the **PBC-DIDM Guide: Planning for and Facilitating PBC-DIDM Leadership Team Meetings**.

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Leadership Teams

What is a Leadership Team?

Making data-informed decisions takes a team! A **Leadership Team** is a group of people with knowledge and experiences related to Practice-Based Coaching (PBC), professional learning, and data-informed decision making that come together to decide how to support coaches, practitioners, children, and their families. The Leadership Team often includes a program leader who can make decisions about the coaching initiative (e.g., fiscal and time allocations), coaches, practitioners, and other key stakeholders (e.g., families, data managers, behavior specialists). The Practice-Based Coaching Data-Informed Decision Making (PBC-DIDM) Leadership Team might be an existing program team installing and leading the implementation of PBC-DIDM, or a new group of individuals developing a team to implement PBC-DIDM.

What is a PBC-DIDM Leadership Team Meeting?

A PBC-DIDM Leadership Team Meeting is where members of the Leadership Team look at data and make collaborative decisions about their PBC-DIDM implementation and support for coaches, practitioners, children, and their families. Teams schedule regular meetings throughout the year. Meetings can take place in person, virtually, or using a hybrid approach.



Leadership Team Meetings are structured to encourage Team members with diverse roles and perspectives to collaboratively

- identify program strengths, needs, and priorities,
- set goals for PBC-DIDM implementation, and
- measure progress toward goals using the **PBC-DIDM Implementation Profile**.

In addition to setting goals, the Leadership Team regularly engages in the **Prepare-Look-Think-Act (PLTA) Process**, where they (a) ask questions about their program's implementation of PBC and related professional learning and (b) answer those questions by sharing their perspectives about effort and effect data to inform actions or next steps. Often, knowledgeable and skilled Lead Coaches with strong organizational and communication skills facilitate PBC-DIDM Leadership Team Meetings. You can learn more about the characteristics of **Lead Coaches** in this guide.

Considerations for Establishing a Leadership Team

When a program decides to use PBC-DIDM, a Leadership Team is identified or established. Leadership Teams meet in person or virtually at least 3 times per year and often collaborate with smaller workgroups between meetings. It is essential for Team members to regularly attend meetings to support collective short- and long-term planning and to achieve PBC-DIDM implementation goals. Having a shared location for electronic documents that support Leadership Team Meeting activities is also important. Refer to the **PBC-DIDM Guide: Planning for and Facilitating PBC-DIDM Leadership Team Meetings** for more information.



Making data-informed decisions with a representative Leadership Team ensures planned actions are realistic, feasible, and meaningfully aligned with broader program goals or initiatives. Identify Leadership Team members who hold different roles and are engaged in various program operations related to coaching and professional learning. It is typical for Leadership Team membership to change throughout the implementation journey in response to new PBC-DIDM goals, growth, and staff turnover. Table 1 outlines the types of roles and responsibilities that programs may want to consider for their PBC-DIDM Leadership Team.

Table 1. Leadership Team Roles

Role	Description of Role	Why They Are Important
Program Leader*	A person who makes decisions about finances, staffing, and the interpretation of program policies related to professional learning, including PBC-DIDM	Advocate for policies and allocate fiscal and human program resources to support PBC-DIDM
Lead Coach*	A person within the program who has the knowledge, skills, dispositions, and capacity to support other coaches in their implementation of PBC, the effective practices which are the focus of PBC, and PBC-DIDM	Monitor program-wide PBC efforts and effect data, and provide insight about coach strengths, needs, and priorities
Coach*	A person who has the knowledge, skills, dispositions, and capacity to support practitioners to learn about and use effective practices, which are the focus of PBC	Provide insight about coach and practitioner strengths, needs, and priorities
Practitioner*	A person who uses effective practices to provide direct supports and services to children and their families	Provide insight about coaching experiences, practitioner strengths, needs, priorities, and child and family outcomes
Data Manager* (may be Lead Coach)	A person with the program who has the knowledge, skills, dispositions, and capacity to set up and support others to learn about and use electronic data forms for collecting effort and effect data	Provide access to electronic systems and data needed to engage in the PLTA Process
Families	A person whose child is receiving direct supports and services from practitioners in the program	Provide insight about their experience in the program
Behavior Specialist	A person who provides individualized direct services that (a) help children learn replacement skills to use in place of their challenging behaviors and (b) provide families and practitioners with effective practices for preventing or responding to children's challenging behavior	Provides expertise in effective practices for preventing or responding to challenging behavior
Human Resources	A person who facilitates hiring and onboarding professional learning experiences for new hires or those who are changing roles within the program	Aligns position descriptions with desired knowledge and skills, tracks required training and certifications
Other Stakeholders	A person who is not directly involved in coaching but whose role within the program is aligned with the PBC-DIDM initiative	

* Indicates a role that is essential for PBC-DIDM Leadership Teams



Lead Coaches

Who is a Lead Coach?

A **Lead Coach** is an individual within the program who possesses the knowledge, skills, and dispositions necessary to support other Coaches in implementing PBC, the effective practices that are the focus of PBC, and PBC-DIDM.

Why are Lead Coaches important for PBC-DIDM?

A Lead Coach typically facilitates PBC-DIDM **Leadership Team Meetings** and is the primary liaison between the Leadership Team and the **Coach Community**. PBC-DIDM Leadership Teams often identify goals and action steps related to coach support. The Lead Coach prepares for and facilitates support for coaches, including regular

- PBC-DIDM Coach Learning Experiences¹,
- Coach Community Meetings, and
- Implementation Checks to provide individualized data-informed support for each coach as needed or requested.

Establishing a Leadership Team and identifying a Lead Coach who serves as a liaison between the Leadership Team and the Coach Community helps ensure that PBC-DIDM is a program-wide initiative that promotes transparency, collaboration, support, data-informed growth, and continuous opportunities to celebrate progress.

Considerations for Identifying or Hiring a Lead Coach

The **PBC-DIDM Coach and Lead Coach Competencies** describe the knowledge, skills, and dispositions a person has or needs to acquire to serve as the Lead Coach. Program leaders can use these competencies to determine whether to promote an existing staff member to the Lead Coach role or hire a new staff member for the role. A program may have one or more Lead Coaches, depending on its size, geographic location, available technology for distance engagement, the ages of the children served, and other program characteristics. Identifying multiple Lead Coaches can build program capacity and prevent implementation gaps when staffing changes occur.

¹ The term learning experiences describe a special type of professional development and learning where participants are guided through hands on processes for establishing data collection systems and using the PLTA process to make decisions for their program. Coach Learning Experiences can be implemented using a variety of different formats. The content focus of Coach Learning Experiences is often aligned with PBC-DIDM Implementation Profile indicators.

Getting to Know the PBC-DIDM Tools Used During Leadership Team Meetings

During PBC-DIDM Leadership Team Meetings, the parts of the **PBC-DIDM Model** are discussed. It will be important for the Lead Coach or facilitator of the First Leadership Team Meeting to introduce and describe the parts of the PBC-DIDM Model to other members of the Leadership Team.



PBC-DIDM Implementation Profile

The **PBC-DIDM Implementation Profile** supports Leadership Teams, lead coaches, coaches, and other key stakeholders to reflect on their current use of PBC-DIDM. It supports programs in identifying strengths, needs, and goals to enhance their PBC-DIDM implementation, and is used to measure progress as programs install, implement, sustain, and scale up PBC-DIDM. The Profile is completed at the first Leadership Team Meeting and reviewed at each ongoing Leadership Team Meeting.

Tips for Using the Profile in Leadership Team Meetings

- Rate the Profile as a team. Each member of the Leadership Team brings a unique perspective and can provide context on how the Team is implementing the Profile's indicators within the program.
- The Leadership Team confirms ratings when a workgroup engages with the Profile between meetings.
- Review the Profile with any new Leadership Team members before their first meeting.



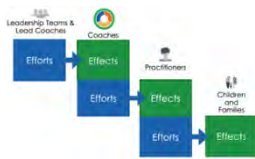


Sources of Effort and Effect Data

As part of PBC-DIDM, programs collect multiple **sources of data** about their efforts (*How much? How well?*) at different levels of implementation and examine the effects (*Are our efforts making a difference?*) of those efforts on the knowledge, skills, and dispositions of coaches, practitioners, children, and their families.

Tips for Discussing Sources of Effort and Effect Data in Leadership Team Meetings

- Use the **PBC-DIDM Data Mapping Tool**. This tool is one way Leadership Teams, lead coaches, coaches, and other stakeholders can record their current sources of effort and effect data, including key information about who is responsible for collecting, preparing, and sharing the data with others.
- Review the terms 'effort' and 'effect' and data sources being discussed during the meeting with any new Team members.



PBC-DIDM Effort and Effect Cascade

The **PBC-DIDM Effort and Effect Cascade** is a framework for understanding how efforts at different levels of implementation (i.e., Leadership Teams & Lead Coaches, Coaches, Practitioners, and Children and Families) have a sequential cascading effect on outcomes at another level (e.g., the effects of coach efforts on practitioners' use of effective practices), ultimately leading to positive child outcomes. The Cascade supports Leadership Teams, lead coaches, coaches, and other key stakeholders in identifying how data about their efforts and effects are connected.



Tips for Using the Cascade in Leadership Team Meetings

- Use the **PBC-DIDM Effort and Effect Cascade Handout** to help Leadership Team members consider how their roles within the program are connected to PBC-DIDM. Visually document the effort and effect data being collected for each key PBC and related professional learning event.
- Review the Cascade with any new team members before or during the meeting.



Prepare, Look, Think, Act (PLTA) Process

The **Prepare, Look, Think, Act Process** guides Leadership Teams, coaches, and other key stakeholders in using effort and effect data, along with other sources of information, to make data-informed decisions.

To use the PLTA Process:

- (1) identify a decision to make or a question to be answered,
- (2) prepare and display data related to the decision,
- (3) look at and think about what the data show and use knowledge and experiences to inform how the data are interpreted and used, and
- (4) identify actions or next steps for the Leadership Team, Coaches, or other key stakeholders to take related to the decision.

The PLTA Process is briefly introduced in the **First Leadership Team Meeting** as one part of the PBC-DIDM Model. All **Ongoing Leadership Team Meetings** are structured to guide the Leadership Team through the PLTA Process.

Tips for Using the PLTA Process in Leadership Team Meetings

- Take notes on the **PBC-DIDM Prepare, Look, Think, Act (PLTA) Process Handout**, which helps the team to plan for and document PLTA discussions.
- Review the PLTA Process with any new members before their first meeting.
- Engage coaches in the PLTA Process through PLTA Coach Learning Experiences.
- Engage practitioners in the PLTA process as they explore their effective practices and child outcome data.



Resources

Website Pages:

- **PBC-DIDM Model**
- **Use PBC-DIDM**
- **Leadership Teams and Lead Coaches**

Modules:

- **PBC-DIDM Leadership Team Considerations**

Videos:

- **Seven Tips for a Great PBC-DIDM Leadership Team Meeting**

Informational Documents:

- **PBC-DIDM Coach and Lead Coach Competencies**
- **PBC-DIDM Guide: Planning for and Facilitating PBC-DIDM Leadership Team Meetings**

Checklists and Data Forms

- **PBC-DIDM First Leadership Team Meeting Checklist**
- **PBC-DIDM Ongoing Leadership Team Meeting Checklist**
- **PBC-DIDM Leadership Team and Coach Feedback Survey**

PBC-DIDM Tools

- **PBC-DIDM Implementation Profile**
- **PBC-DIDM Data Mapping Tool**
- **PBC-DIDM PLTA Process Handout**
- **PBC-DIDM Effort and Effect Cascade Handout**

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