

PBC-DIDM: BUILDING ON THE FOUNDATIONS OF PBC

Darbianne Shannon

Anita Zucker Center for Excellence in Early Childhood
Studies at the University of Florida

Presentation for the Early Childhood Coaching
Community of Practice for State Personnel
Development Programs – January 22, 2025



The contents of this presentation were developed in part under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Practice-based Coaching Data-Informed Decision Making” model demonstration project funded by the Office of Special Education Programs (Project Number: H326M200021, P. Snyder, PI)



UF | **Anita Zucker Center**
for Excellence in Early Childhood Studies



VANDERBILT
UNIVERSITY

ACKNOWLEDGEMENTS

PBC-DIDM TEAM

- Patricia Snyder
- Maureen Conroy
- Darbianne Shannon
- Jennifer Harrington
- Mary Louise Hemmeter
- Sarah Basler
- Kiersten Kinder

A BIG THANK YOU TO OUR DEMONSTRATION SITES:

- Administrators
- Coaches
- Practitioners
- Children and Families

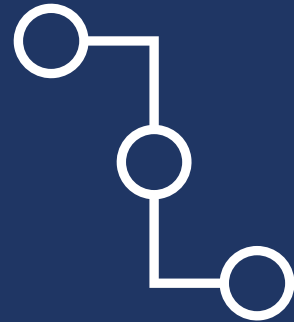
WHAT WILL WE COVER TODAY?

- Overview of the PBC Framework
- Features of Effective Practices for PBC
- Matching the PBC Delivery Format to the Early Childhood Context
- Gathering Coaching Effort Data with a Coaching Log
- Cascading Model of PBC Efforts and Effects
- Q & A with the EC Community of Practice

LET'S ENGAGE



Look & Think



Connect to
your state



Reflect &
Write



Share

PRACTICE-BASED COACHING

- Responsive to the practitioner's strengths, needs, priorities, and preferences
- Focused on effective practices
- When all parts are implemented as intended, positive outcomes occur for practitioners and children



Snyder et al.,
2015, 2022

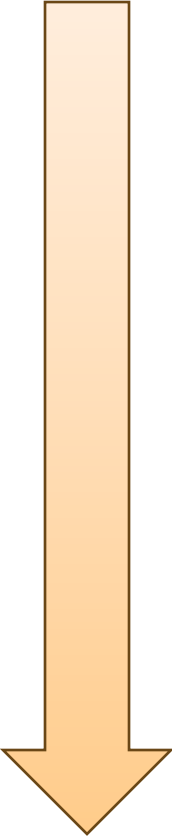
PRACTICE-BASED COACHING: A BRIEF HISTORY

2007



Snyder et al.,
2015, 2022

- 
Embedded Instruction for Early Learning (*IES*)
- 
Pyramid Model (*OSEP, IES, OESE*)
- 
BEST In CLASS (*IES, NIH*)
- 
Head Start National Center for Quality Teaching and Learning → National Center on Early Childhood Development Teaching and Learning
- 
Practice-Based Coaching Data Informed Decision Making (*OSEP*)

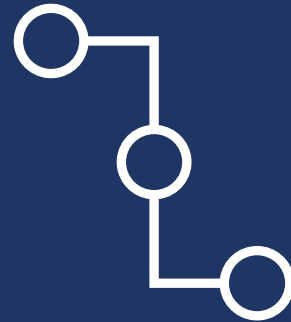


Today

HOW ARE YOU USING PBC OR OTHER COACHING MODELS IN YOUR STATE?



Look & Think



Connect to
your state



Reflect &
Write



Share

EFFECTIVE PRACTICES

- **Observable** – can be seen or heard
- **Measurable** – written in a way that two people could agree when it occurs
- **Feasible** – possible for coachee to implement in practice context
- **Child Outcomes** – likely to promote desired child development and learning

Engaging classroom environment



Provide children a choice of materials to be used



Make a classroom schedule



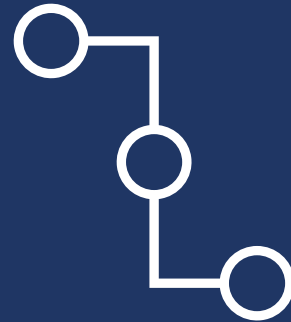
Describe my actions as I am doing them (i.e., self-talk)



WHAT RESOURCES ARE YOU USING TO IDENTIFY EFFECTIVE PRACTICES?



Look & Think



Connect to
your state



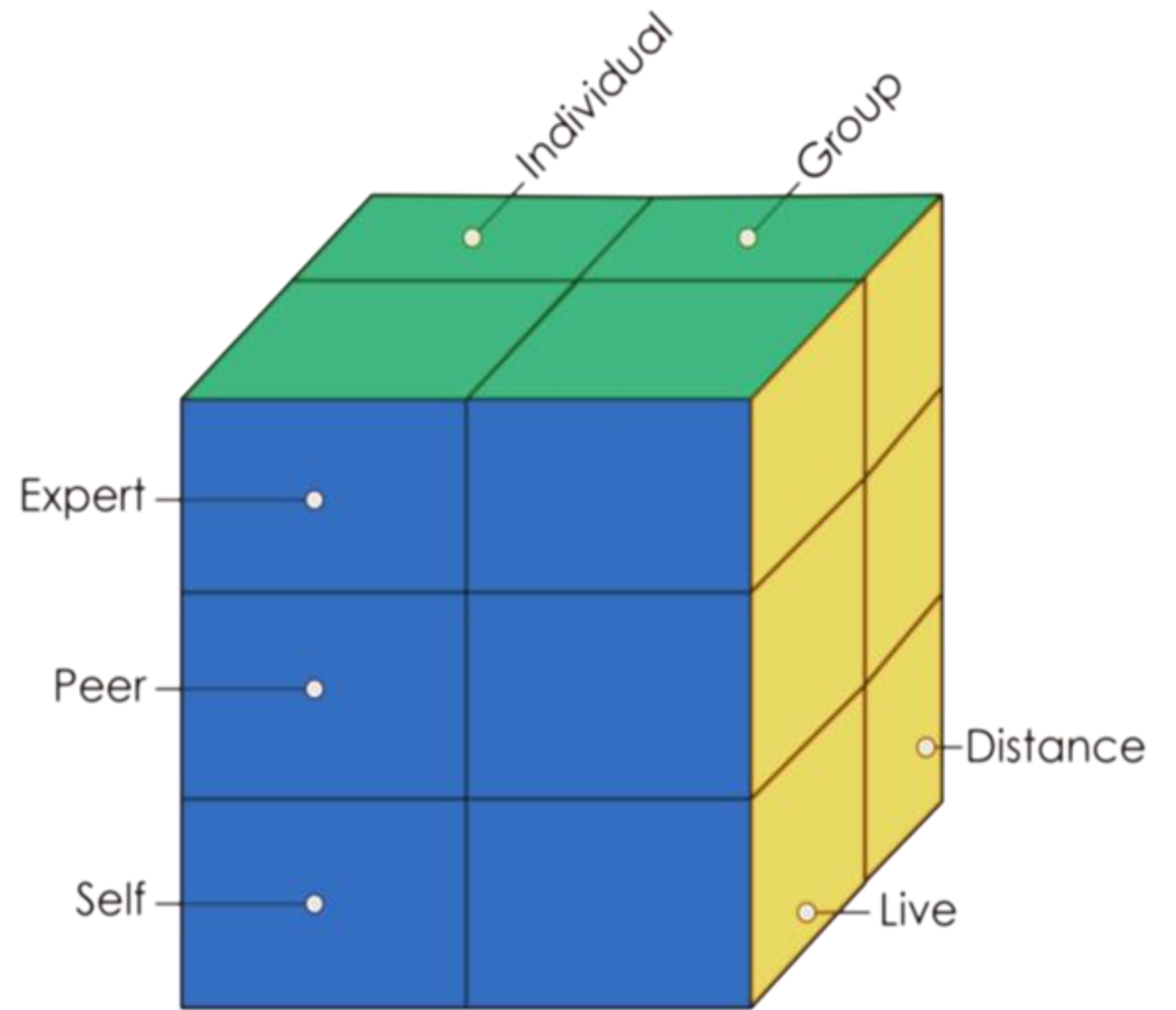
Reflect &
Write



Share

**MATCH THE PBC
DELIVERY FORMAT
TO THE EARLY
LEARNING
CONTEXT**

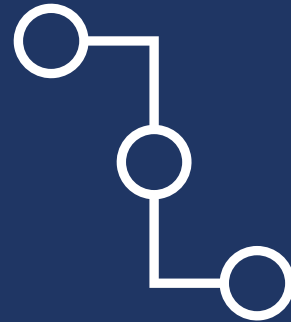
**Consider
coachee
strengths,
needs, priorities,
and
preferences**



WHAT DELIVERY FORMATS ARE YOU USING? HOW DID YOU MAKE THIS DECISION?



Look & Think



Connect to
your state



Reflect &
Write



Share

Parts of the PBC-DIDM Model

PBC-DIDM
Implementation
Profile

Effort and Effect
Data

PBC-DIDM Effort
and Effect
Cascade

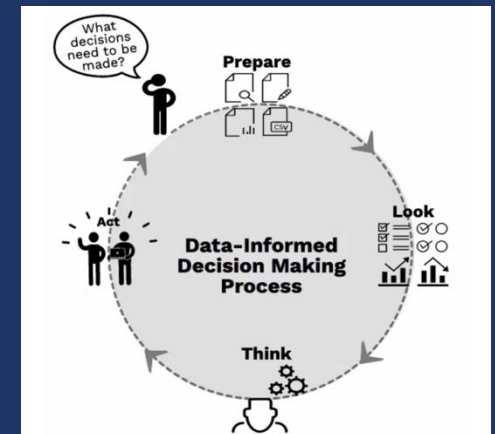
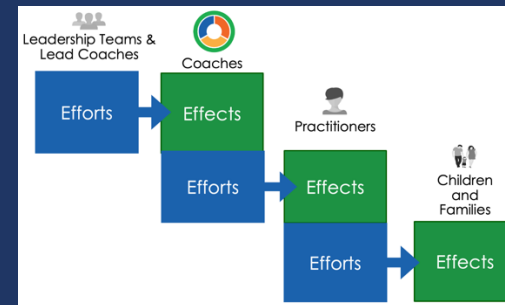
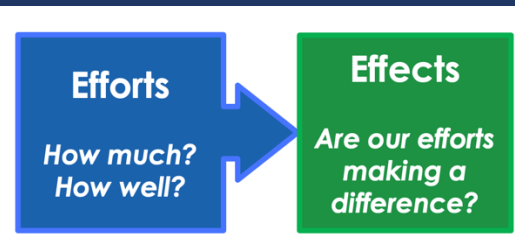
Prepare-Look-
Think-Act (PLTA)
Process

PBC-DIDM Advanced

PBC-DIDM Mid

PBC-DIDM Initial

Foundational PBC



Efforts

*How much?
How well?*

Effects

*Are our efforts
making a
difference?*

MEASURING COACH EFFORTS WITH A COACHING LOG

How much?



Practice-Based Coaching Log

The Coach completes this form to record their effort related to each Practitioner PBC session (i.e., focused observation, reflection, and feedback). When completing items asking about time, use whole numbers (e.g., 32 minutes).

Coach:

Practitioner:

Since the Last Coaching Log						
Practice or goal-focused support was provided in minutes:						
Technology to engage in PBC support was provided in minutes:						
Other support (e.g., change staff, referral support) was provided in minutes:						
Describe other:						
Focused Observation of Practitioner(s)						
Date of observation (mm/dd/yyyy):						
Observation preparation in minutes:						
Observation in minutes:						
Practice focus (list practices):						
Observation Location	Yes	No	Observation Format	Yes	No	
Classroom			In Person			
Home			Virtual Live (e.g., Zoom)			
Family Childcare Home			Pre-recorded Video			
Other(describe):			Other(describe):			
Observed Routine/Activity (Optional - Check all that apply)					Yes	No
Play (e.g., centers, free play, tummy time, outdoor play)						
Meals (e.g., breakfast, lunch, snack)						
Caregiving (e.g., toileting, hand washing)						
Community/Chores (e.g., feed dog, clean up)						
Transitions (e.g., going outside, going in a car, going to a new activity)						
Adult-directed activity (e.g., small group, large group)						
Focused Observation Indicators					Yes	No
1. Observed the practitioner(s) during the time they planned to implement the effective practices connected to their current or future goal.						
2. Recorded notes about the routines or activities observed.						
3. Collected data on practitioner's practice use and current or future goals.						
4. Agreed upon practitioner reflection and feedback meeting time.						
Reflection and Feedback with Practitioner(s)						
Date of reflection and feedback (mm/dd/yyyy):						
Reflection and feedback preparation in minutes:						
Length of reflection and feedback meeting or communication in minutes:						
Length of reflection and feedback follow-up in minutes:						
PBC Format	Yes	No	Delivery of PBC Format	Yes	No	
Individual (one person or team)			In-person meeting			
Team (adults from one classroom)			Virtual meeting (e.g., Zoom)			
Small Group (2-4 people)			Phone meeting			
Large Group/PLC (>4 people)			Written feedback			
Self-coaching			ONLY video comments			

MEASURING COACH EFFORTS WITH A COACHING LOG



For the reflection and feedback indicators, mark 'Yes' for each indicator implemented and 'No' for each indicator not implemented. Add notes before the meeting to guide implementation or after the meeting to document what occurred.

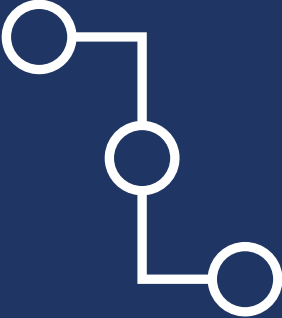
Reflection and Feedback Indicators	Yes	No	Optional Notes		
1. Began with a positive statement that supports the collaborative partnership .					
2. Asked the practitioner(s) about their current or future goal(s) or action plan steps .					
3. Facilitated reflection about the effective practices observed related to their goal or action plan steps.					
4. Provided supportive feedback about the effective practices observed.					
5. Facilitated constructive feedback about the effective practices observed, including 2-3 strategies to consider based on the feedback provided.					
6. Supported practitioner(s) to reflect on the strategies discussed to address the constructive feedback and select at least one strategy to try.					
7. Identified resources and materials to support the goal and action plan steps.					
8. Confirmed next steps/adjustments to the goal and action steps .					
9. Asked the practitioner(s) how they wanted to be supported in future coaching sessions.					
10. Identified when/if the next session would occur.					
11. Invited practitioner(s) comments or questions.					
12. Stated planned follow-up support (e.g., email, call, resource).					
13. Made a positive comment about practitioner progress related to the goal and effective practices.					
Total Essential (Indicators 1-8)					
Total Indicators					
Other Strategies	Yes	No	Other Strategies	Yes	No
Goal setting – New goal/action plan			Problem solving		
Video feedback			Role playing		
Graphic feedback			Video examples		
Side-by-side support			Modeling		
Other help in setting			Environmental arrangement		

Produced by the "Practice-based Coaching Data-Informed Decision Making" model demonstration project funded by the Office of Special Education Programs (Project Number: H326M200021, P. Snyder, PI), Practice-Based Coaching Log (Version 2.0). For use under Creative Commons license: [BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/). For more information, contact pbcidm@coe.ufl.edu

HOW ARE YOU MEASURING COACH EFFORTS?



Look & Think



Connect to
your state



Reflect &
Write



Share



Leadership Teams &
Lead Coaches



Coaches



Practitioners

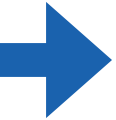


Children
and
Families




Leadership
Teams & Lead
Coaches

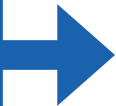
Efforts



Coaches

Effects

Efforts




Practitioners

Effects

Efforts




Families

Effects

Efforts



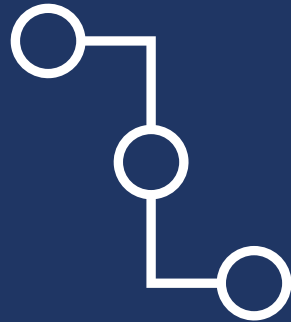

Children

Effects

HOW ARE YOU SUPPORTING COACHES TO USE PBC OR OTHER COACHING FRAMEWORKS AS INTENDED?



Look & Think



Connect to
your state



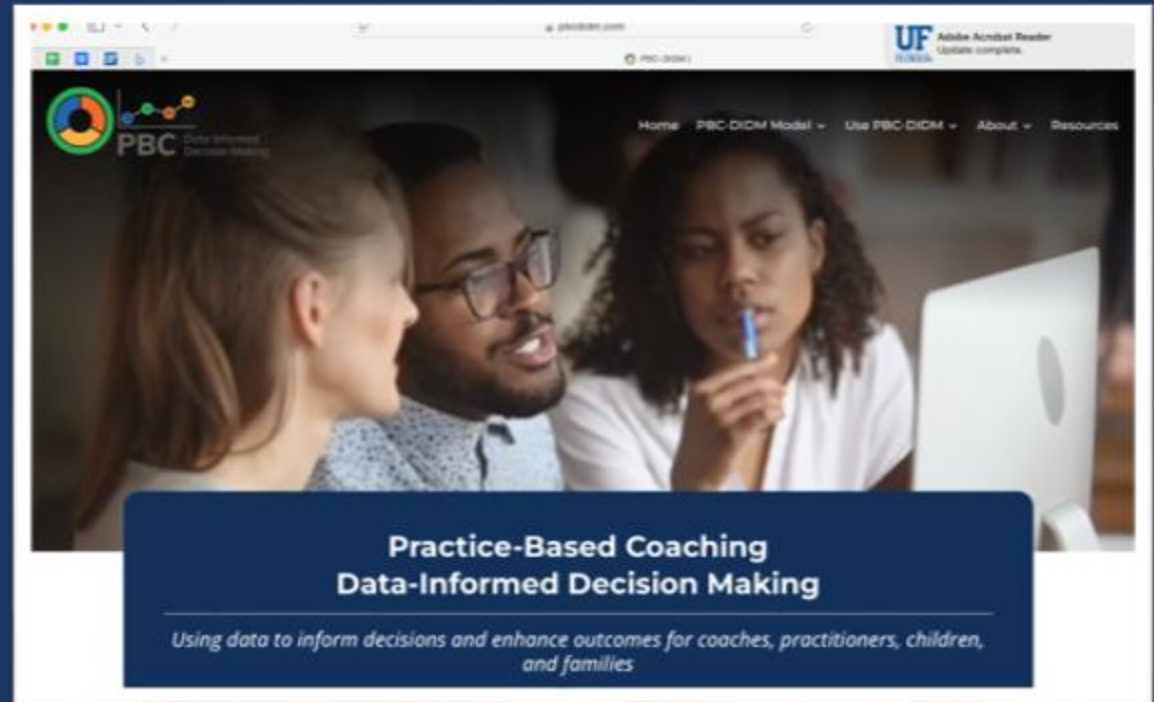
Reflect &
Write



Share

THANK YOU!

QUESTIONS?



pbcdidm.com

shannon.darbi@ufl.edu