



The NC Birth-to-Three Quality Initiative and Practice-Based Coaching

The NC Birth-to-Three Quality Initiative (B-3QI) has adopted a Practice-Based Coaching (PBC) model to provide intensive and lasting support for the birth-to-three workforce, which is different from the project's old model of providing technical assistance around the *Infant/Toddler Environment Rating Scale-Revised*. When entering into a PBC partnership, both coach and coachee bring their unique knowledge and experiences to their relationship to make change meaningful and enduring.

So what is Practice-Based Coaching, or PBC?

PBC is a cyclical process used to support education staff in employing effective teaching practices that have been shown through research to lead to positive outcomes for children. PBC occurs within the context of a collaborative partnership between coach and coachee, meaning that both parties work together intensively for at least three to six months to complete multiple iterations of the PBC cycle. This is done through weekly in-person, virtual, and hybrid visits, and continuous communication and reflection in-between those visits. The components of the coaching cycle include:

1. Planning goals to enhance teaching practices, broken down into measurable action steps;
2. Engaging in focused observation to collect specific information about the implementation of those action steps; and
3. Reflecting on and sharing feedback about what was observed in order to update or create new goals and action steps.



How does PBC work to improve quality?

PBC is meant to build a bridge between theoretical knowledge of a teaching practice and actually using the practice within the birth-to-three classroom. As a coach uses researched-based strategies to support skill-building with birth-to-three educators, those educators are more likely to use evidence-based teaching practices in their child care environments. In turn, young children in those classrooms will gain important skills that are foundational for the rest of their lives. **When working with a Birth-to-Three Specialist coach, providers can expect to receive support with ongoing self-reflection, as well as a partner who will assist them in personal and professional growth and development.**



Conducted with intention, care, and with the full backing of administrators, PBC will produce sizable, noticeable, and measurable positive impacts for birth-to-three educators and the children in their care.

What other benefits does PBC offer?

PBC benefits our workforce. The PBC framework is designed to become tailored to the specific background, experience, and needs of educators, empowering them to create sustainable positive change in their classroom interactions. PBC is coach-guided but coachee-driven, which has been shown in research to increase the quality and frequency of effective teaching practices for very young children even up to a year after the conclusion of the PBC partnership. Educators are more willing to try new teaching strategies within a safe space with the support of their coaches.

PBC benefits our youngest children. With responsive and empowered caregivers, young children will experience expansion of their social and emotional skills, reduction in behaviors perceived as challenging, and an increase in positive peer interactions. Using the ZERO TO THREE *Critical Competencies for Infant-Toddler Educators* as a guide for professional development, birth-to-three educators will learn how to optimally promote cognitive and literacy skills in their classrooms as well. ZERO TO THREE's *Critical Competencies* are research-based, essential and observable skills that describe what educators can do to turn their everyday interactions into learning opportunities that boost growth in language and literacy, cognitive, and social emotional development for children birth-to-three. B-3QI uses this comprehensive, nationally recognized set of competencies to create individualized self-assessments for educators to gauge their understanding and use of those competencies. Educators will see what they are already doing and what they are not yet doing to promote children's growth. They will then create observable and measurable teaching practice goals with a coach based on the competencies that most speak to them at that specific point in their professional journey.

To learn more, visit us at <https://www.childcarerrnc.org/special-projects/b3qi/> or contact us at b3qi@childcareservices.org!