

ACTION	RATIONALE	IMPACT	EVIDENCE OF CHANGE*
<p>Two days of intensive seminars and extended small groups for book study using <i>Coaching with Powerful Interactions</i>.</p>	<p>Depart from 1- or 2-day training structures that typically reproduce power imbalances through top-down flows of information. Use intensive facilitated conversations over time to promote reflection and application.</p>	<p>Early learning coaches engaged in deep reflection about how to let go of assumptions and judgments and focus on strengths. They learned to invite teachers to become observers of their own moments of effectiveness and the wisdom they bring to their practice.</p> <p>Evaluation Report</p>	<p><i>“I have learned that this process of coaching is a place where both me and the teachers I work with are safe and we are learning together. I learned to be present with the teachers.”</i></p> <p>–COACH</p>
<p>Co-creation of a video library of professional learning resources.</p>	<p>Bring together teachers, coaches, agency leaders, and regional directors to engage in a facilitated design team for twelve months to co-design exemplars of best practices for PreK classrooms and coaching.</p>	<p>This process brought together multiple perspectives for collaborative engagement, resulting in the development of a lasting library of video resources highlighting exemplary practice.</p> <p>Evaluation Report</p>	<p><i>“Having a spotlight on early childhood education and the professionals in it has reassured me that what I’m doing is important. Being able to collaborate with other like-minded professionals, in and out of the classroom, meant so much to me. It left me with a feeling that what I do matters. The skills that we teach our children are the life skills they will carry with them the rest of their lives.”</i></p> <p>–DESIGN TEAM MEMBER</p>
<p>Co-development of a Coach Competencies resource that serves as a foundational set of tools for all coaches.</p>	<p>Use the same model of facilitation based on the success of the video design team (and include all roles) to create coherence and consistency among all in the coaching system.</p>	<p>The collaborative experience drew diverse perspectives together to make models of shared leadership accessible to all adults in a child’s ecosystem.</p>	<p><i>“The perspective of the teacher was viewed as just as valuable as the perspective of anyone else in that room. I felt respected. When we feel respected, we do better at our jobs. When we do better at our jobs, we show up better for kids.”</i></p> <p>–DESIGN TEAM MEMBER</p>
<p>Implementation of a Coach Certificate Learning Network and an Optimistic Leadership Learning Network.</p>	<p>Expand the model of Design Team to a Learning Network to strengthen coaching practices that promote reciprocity of relationships and shared power.</p>	<p>Learning Network members work together over a sustained period of time, building collective wisdom by raising their individual voices. In turn, members model their learning and changed practice in their individual early childhood settings, which then drives quality improvement.</p>	<p><i>“Passion allows us to go beyond the problems and the setbacks and gives us the energy that we need to keep on achieving notable results. I learned from both of my teammates that passion gives me an anchor. It doesn't allow me to waiver. We gain energy from the passion that we have for what we do. Passion enables us to ensure equity. These are some of the insights that I gain from my group.”</i></p> <p>-HEAD START DIRECTOR</p>