The Practice-Based Coaching Coach Competencies

The research-based Practice-Based Coaching (PBC) Coach Competencies outline professional skills and practices needed by coaches to effectively support educators' effective teaching and home visiting practices across all settings. The PBC Coach Competencies are intended to support PBC efforts and are significant to coaches because they define the essential skills and behaviors associated with successful coaching. The PBC Coach Competencies can be used to support self-reflection and supervision of coaches or to identify the professional development needs of coaches.

The cyclical nature of PBC emphasizes that the expectations and desired outcomes of coaching be regularly reviewed and updated. PBC can be used with education staff who work with young children and families, such as teachers, teacher assistants, home visitors, family child care providers, or support staff. For more information about PBC, visit *Practice-Based Coaching (PBC) | ECLKC*. For background and research on the effects of coaching in the early childhood field, refer to the supporting literature list at the end of this document.

The PBC Coach Competencies can be used to support PBC efforts in a variety of ways: to identify desired coaching practices and skills for use in recruiting and hiring coaching staff, to construct and update job descriptions related to coaching, or to develop or identify professional development opportunities that support coaches to refine or master coaching competencies. Skills and practices identified in the PBC Coach Competencies may be developed over an extended period as coaches work to refine their skills and apply them in a practice setting. The PBC Coach Competencies are intended to prompt reflection and serve as a basis for feedback that can inform the professional growth of coaches.

The PBC Coach Competencies were developed through a collaborative discussion among partner organizations that have defined PBC, engaged in the research of PBC, developed PBC tools and training, and delivered training around PBC. The PBC Coach Competencies also take into account several states' coach competencies and other respected related organizations that have developed similar frameworks. Additional information about the development of the PBC Coach Competencies is outlined in Appendix A.

Organization of PBC Coach Competencies

The PBC Coach Competencies are organized into six domains that align with the PBC model: Preparation, Collaborative Partnerships, Goal Setting and Action Planning, Focused Observation, Reflection and Feedback, and Professional Development. Each domain includes PBC Coach Competencies that address practices and skills related to the domain. The domains and PBC Coach Competencies were developed to acknowledge key skills and expertise essential to effective PBC coaching.

PBC Coach Competencies Domains

Domain 1: Preparation	**Domain 4:** Focused Observation
Domain 2: Collaborative Partnerships	**Domain 5:** Reflection and Feedback
Domain 3: Goal Setting and Action Planning	**Domain 6:** Professional Development

PBC Coach Competencies

Domain 1: Preparation

Preparation refers to the organizational skills related to preparing a coach for coaching work in different settings and collaborating in the context of continuous quality improvement. Thoughtful preparation and planning that is racially, ethnically, culturally, and linguistically responsive contributes to collaborative, sustainable, and effective partnerships between a coach and coachee. Successful preparation is exhibited as a coach:

a) Demonstrates knowledge of PBC components and the practices that promote fidelity to the PBC model.

b) Demonstrates understanding of child development (birth to five), settings (center-based, family child care, or home-based), and diverse family systems.

c) Demonstrates understanding of the elements of responsive, DAP, and inclusive early learning environments.

d) Demonstrates experience with and knowledge of relevant child, teacher, and environment assessments used to measure quality in early childhood education settings. For Home Visiting, the coach also demonstrates experience with and knowledge of family engagement and parent-child interaction assessments.

e) Demonstrates knowledge of the curricula, standards (QRIS, Teacher Educator Preparation, CDA, etc.), and teaching and home visiting practices that are the focus of coaching.

f) Demonstrates the ability to regulate personal emotions, thoughts, and behaviors in different situations.

g) Actively engages in an ongoing process of identifying and reflecting on personal cultural values, beliefs, life experiences, ethics, and biases to reveal and then modify actions that reflect implicit bias.

h) Accesses resources when necessary to examine personal biases and considers how biases interact with self-awareness as part of preparing to be an effective coach.

i) Demonstrates knowledge of the program's policies, procedures, and workplace culture and how they may influence PBC implementation; the coach also demonstrates knowledge of applicable standards, rules, and regulations for different program options.

j) Exhibits professionalism by being on time, organized, and prepared for each coaching session.

Domain 2: Collaborative Partnerships

Collaborative Partnerships are fundamental to the success of a coach and of the PBC model because they create the foundation necessary to promote healthy professional relationships and growth for a coach and coachee. Collaborative partnerships are evidenced as a coach:

a) Develops coaching agreements in partnership with coachees that guide the scope and structure of the coaching work, including expectations and roles that define the work within the context of a culturally respectful, safe, and supportive environment.

b) Identifies strengths and celebrates progress with coachees.

c) Demonstrates flexibility that builds on respectful interest in learning about diverse cultures and languages of coachees and the children and families they support, to establish mutually respectful and effective coaching relationships.

d) Uses self-awareness and self-management to establish and maintain trusting relationships that promote ongoing mutual respect.

e) Uses questions and notes, or models practices that stimulate problem-solving in support of the coachee's learning and goal achievement.

f) Cooperates with others, maintains professional boundaries, constructively negotiates conflict, and seeks and offers help in a range of situations.

g) Demonstrates interpersonal communication through clear written, verbal, and nonverbal communication with coachees, and uses active and mindful listening skills.

Domain 3: Goal Setting and Action Planning

Goal Setting and Action Planning undergirds the process of a coach and coachee collaboratively identifying coachee priorities for learning and growth. Together, they create and design specific plans and steps that will lead to improved practice. Factors that may be considered in the creation of shared goals include personal interests, program data (e.g., commonly used and normed formative child and educator or home visitor assessments), and career pathways. Goals should be data-informed to help a coach and coachee develop a goal and action plan that maintains focus on the coachee's specific goals. Successful goal setting and action planning is evidenced as a coach:

a) Gathers, aggregates, and co-analyzes formal and informal data to support the collaborative development of the coachee's goals.

b) Collaborates with the coachee in the development of goals that are specific, measurable, and achievable within a specific period of time.

c) Collaborates with the coachee in writing a step-by-step action plan that extends the coachee's learning about how to implement a practice effectively.

d) Demonstrates the ability to maintain focus on the coachee's stated priorities.

e) Supports coachee autonomy in experimenting and exploring new behaviors and practices while maintaining a focus on the coachee's learning experiences.

Domain 4: Focused Observation

Focused Observations are focused because they are guided by the identified goal and action plans developed during the shared Goal Setting and Action Planning phase. The observation refers to the process of gathering and recording information by the coach about the implementation of the practice of the goal. The Focused Observation should support the coachee's progress toward and mastery of the stated goal. Focused Observations occurs as a coach:

a) Works with the coachee to create an intentional and systematic process to gather and record information (e.g., video, in person, documentation, allowing for language differences) that is guided by the action plan and focused on the coachee's goals.

b) Uses coaching strategies (e.g., side-by-side support, modeling, discussion, video recording) that support the coachee's understanding and use of a specific teaching or home visiting practice.

c) Considers diverse experiences and perspectives to conduct objective and specific observations (e.g., video, in-person, documentation, allowing for language differences) and collect data that inform Reflection and Feedback.

Domain 5: Reflection and Feedback

Reflection and Feedback typically occurs during a debriefing meeting after a Focused Observation in which a coach and coachee discuss and analyze the progress and challenges of implementing the practice identified in a goal and action plan. The coach and coachee may identify areas for additional improvement or refinement and make plans for future coaching sessions and observations. Reflection is strengths-based and involves the coach's use of reflective prompts and open-ended questions to encourage the coachee's analysis, reflection, and problem-solving. Distinctly, feedback is a two-way conversation in which the coach shares observations, assessments, and ideas, and invites the coachee to do the same. When the coach and coachee do not speak the same language, the two-way conversations must be supported by tools and strategies such as translation software, video examples, and written feedback in both languages. Reflection and Feedback occurs as a coach:

a) Uses various data collected from the Focused Observation (qualitative and quantitative) to reflect on the practice of the coachee's goal.

b) Supports and extends coachee's learning through ongoing reflection on progress related to the coachee's goal by asking reflective questions and making connections to the observation data.

c) Provides data-informed, supportive, and constructive feedback related to the goal.

d) Reflects on goal progress with the coachee to inform future coaching cycles.

e) Creates opportunities for coachees to reflect on personal values, beliefs, experiences, ethics, and biases that may arise when working with children and families.

Domain 6: Professional Development

The Professional Development domain refers to the foundational knowledge, ongoing professional learning, and coaching practices expected of a coach. A coach should have a strong theoretical and practical background of the settings in which they work and an understanding of and experience with the ages of the children and staff they will be coaching. A coach should also have significant training in PBC and adult learning principles and should participate in and contribute to the field of coaching throughout their careers. Professional Development evolves as a coach:

a) Completes professional development related to adult learning principles, draws parallels to coaching best practices, and integrates adult-centered constructs that improve coaching practices (e.g., the change model, motivational interviewing).

b) Engages in ongoing professional development that builds knowledge about evidence-based practices and supporting diverse children and families.

c) Participates in ongoing professional development that improves coaching practices and supports cultural responsiveness and reflective practice.

d) Commits to ongoing cultural responsiveness, as the professional knowledge base is continuously updated to include diverse perspectives.

Appendix A: Process

Staff from Cultivate Learning at the University of Washington offered feedback on the PBC Coach Competencies to ensure alignment with the EarlyEdU PBC course and PBC leadership and coach training materials. The Cultivate Learning staff identified the need for the PBC Coach Competencies as Practice-Based Coaching coach training has become widespread across the country among Head Start programs. The PBC Coach Competencies define the essential skills and behaviors of Practice-Based Coaches. The PBC Coach Competencies also support the development of coaches and the supervision of their practice as professional development providers to early childhood educators.

The National Center for Early Childhood Development, Teaching and Learning team, including partners from Vanderbilt University, the University of Washington, and ZERO TO THREE contributed to the development of the PBC Coach Competencies. Teams from each of these partners approached their review of the PBC Coach Competencies with lenses of individual and institutional expertise. The PBC Coach Competencies were developed and aligned with existing PBC materials (Coaching Practices Strengths and Needs Assessment, PBC component briefs, PBC Program Leaders Guide, Coach Training Materials) and the EarlyEdU Alliance ® PBC course competencies.

As the PBC Coach Competencies evolved, they were cross-referenced with other widely accepted coaching materials. The initial materials were compared to the existing state competencies of California, Colorado, New York, and Washington.

Resources from the International Federation of Coaches Competencies (ICF), NAEYC Standards for Professional Preparation, the National Center on Parent, Family and Community Engagement Relationship Based Competencies, and Collaborative for Academic, Social, and Emotional Learning (CASEL) social and emotional learning competencies were compared to the PBC Coach Competencies to support their continued evolution.

Finally, resources that embed culture, language, race, and equity into professional practices (using the Head Start performance standards, the NAEYC Advancing Equity Statement, and the Head Start Multicultural Principles) were integrated into the development of the PBC Coach Competencies.

Resources to Support the Development of the PBC Coach Competencies

State Coaching Competencies

California: *https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf*

Colorado: *https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Coaching%20Competencies%20EC%20Coaches%20combined1.14.20.pdf*

New York: *http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Competencies-9.18.2017.pdf*

Practice-Based Coaching Resources

Coach Strengths and Needs Assessment: *http://prekkid.org/head-start/agency/training-and-tech-assistance/Boot%20Camp%202%20CLASS%20Coaching%209-2816/5.%20PBC_NA-Coach-StrengthNeed.pdf*

ECLKC Page on Practice-Based Coaching*: https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc*

Practice-Based Coaching Explanation: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf*

What We Know About Coaching: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-what-do-we-know.pdf*

Program Leaders Guide: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/program-leaders-guide-to-PBC.pdf*

Briefs (4):

    Collaborative Coaching Partnerships: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-ccp.pdf*

    Shared Goals and Action Planning: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-sgap.pdf*

    Focused Observation: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-fo.pdf*

    Reflection and Feedback: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-rf.pdf*

International Coaching Federation - Core Competencies: *https://coachfederation.org/core-competencies*

NAEYC Standards for Professional Preparation:*https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/naeyc-higher-ed-accreditation-standards.pdf*

PFCE Relationship-Based Competencies to Support Family Engagement:
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/rbc-support-family-engagement.pdf

CASEL Core Social Emotional Learning Competencies: *https://casel.org/core-competencies/*

WA Relationship-Based Professional Development Standards*: https://www.dcyf.wa.gov/sites/default/files/pdf/RBPDStandards.pdf*

Resources Around Race, Culture, Language, and Equity Practices

Head Start Program Performance Standards (HSPPS) and Head Start Act Citations Referenced in the Dual Language Learners Program Assessment (DLLPA): https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dllpa-citations-508.pdf

Considering Culture and Equity in Teaching and Learning: *https://eclkc.ohs.acf.hhs.gov/video/considering-culture-equity-teaching-learning*

NAEYC Advancing Equity Statement: *https://www.naeyc.org/resources/position-statements/equity-position*

Head Start Multicultural Principles: *https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf*

Supporting Literature

Domain 1: Preparation

Artman-Meeker, K., and M.L. Hemmeter. 2013. "Supporting Teachers' use of Recommended Practices Through Email Performance Feedback." *Topics in Early Childhood Special Education* 33. 112–123.

Joyce, B., and B. Showers. (2002). "Student achievement through professional development." In *Designing training and peer coaching: Our need for learning. Association for Supervision and Curriculum Development edited by* B. Joyce and B. Showers, pp.11-19. Los Angeles: Sage.

McGroder, S.M., E.C. Howard, M. Fishman, V.E. Rankin, and F.K. Helsel. 2014. *"Putting the Pieces Together: A Program Llogic Model for Coaching in Head Start." From the Descriptive Study of the Head Start Early Learning Mentor Coach Initiative* (Report No. 2014-06). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. https://files.eric.ed.gov/fulltext/ED580006.pdf

National Center on Quality Teaching and Learning. 2012. *Practice-Based Coaching*. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-systems-implications.pdf

Rush, D.D., and M.L. Shelden. 2011. *The Coaching Handbook*. Baltimore: Paul H. Brookes.

Snyder, P., M.L. Hemmeter, K. Artman, K. Kinder, C. Pasia, and T. McLaughlin. 2012. "Characterizing Key Features of the Early Childhood Professional Development Literature." *Infants and Young Children*, 25. no. 3 (April / *June) 188–212.*

Domain 2: Collaborative Partnerships

Buysse, V., and P.W. Wesley. 2005. *Consultation in Early Childhood Settings*. Baltimore: Paul H. Brookes.

Chu, M. 2014. *Developing Mentoring and Coaching Relationships in Early Care and Education*: *A Reflective Approach* (1st ed.). New York, NY: Pearson.

Hemmeter, M.L., P. Snyder, L. Fox, and J. Algina. 2011, June. *Coaching to Support Teachers in Using the Teaching Pyramid Practices* [Paper presentation]. Annual Meeting of the Society for Prevention Research, Washington, DC.

McGroder, S.M., E.C. Howard, M. Fishman, V.E. Rankin, and F.K. Helsel. 2014. *Putting the pieces together: A program logic model for coaching in Head Start. From the descriptive study of the Head Start Early Learning Mentor Coach Initiative.* [Report No. 2014-06]. US Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. https://files.eric.ed.gov/fulltext/ED580006.pdf

Snyder, P., M.L. Hemmeter, K. Artman, K. Kinder, C. Pasia, and T. McLaughlin 2012. Characterizing key Features of the Early Childhood Professional Development Literature. *Infants and Young Children*, 25, no. 3 (July / September): 188–212.

Zaslow, M., K. Tout, T. Halle, J. Vick Whittaker, and B. Lavelle 2010. T*oward the Identification of Features of Effective Professional Development for Early Childhood Educators: Literature Review.* Office of Planning, Evaluation and Policy Development, US Department of Education.

Domain 3: Goal Setting and Action Planning

Conroy, M.A., K.S. Sutherland, A.K.Vo, S. Carr, and P.L. Ogston. 2014. Early Childhood Teachers' use of Effective Instructional Practices and the Collateral Effects on Young Children's Behavior. *Journal of Positive Behavior Interventions*, 16, no. 2 (April): 81–92.

Fox, L., M.L. Hemmeter, P. Snyder, D. Binder, and S. Clarke. 2011. Coaching Early Childhood Special Educators to Implement a Comprehensive Model for Promoting Young Children's Social Competence. *Topics in Early Childhood Special Education*, 31, no. 3 (April): 178–192.

Hemmeter, M.L., P. Snyder, L. Fox, and J. Algina. 2011, June. *Coaching to Support Teachers in Using the Teaching Pyramid Practices* [Paper presentation]. Annual Meeting of the Society for Prevention Research. Washington, DC.

O'Neill, J. 2000. Smart Goals, Smart Schools. *Educational Leadership*, *57*, no. 5 (February): 46–50.

Rush, D. and M. Shelden. 2011. *The early childhood coaching handbook*. Baltimore: Paul H. Brookes.

Sheridan, S.M., C.P. Edwards, C.A. Marvin, and L.L. Knoche. 2009. Professional Development in Early Childhood Programs: Process Issues and Research Needs. *Early Education and Development 20*, no. 3 (June): 377–401.

Snyder, P., and B. Wolfe. 2008. The big Three Process Components in Early Childhood Professional Development: Needs Assessment, Follow-Up, and Evaluation. In *Practical approaches to early childhood professional development: Evidence, strategies, and resources*, edited by P. Winton, J. McCollum, and C. Catlett, 13–51. Washington DC: Zero to Three.

Snyder, P., M.L. Hemmeter, K. Artman, K. Kinder, C. Pasia, and T. McLaughlin. 2012. Characterizing key Features of the Early Childhood Professional Development Literature. *Infants and Young Children* 25 no. 3 (July / September): 188–212.

Zaslow, M., K. Tout, T. Halle, J. Vick Whittaker, and B. Lavelle. 2010. *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators*. Office of Planning, Evaluation and Policy Development, US Department of Education.

Zemke, R.,and T. Kramlinger. 1982. *Figuring Things out: A Trainer's Guide to Needs and Task Analysis*. Boston: Addison-Wesley.

Domain 4: Focused Observation

Conroy, M.A., K.S. Sutherland, A.K. Vo, S. Carr, and P.L. Ogston. 2014. Early Childhood Teachers' use of Effective Instructional Practices and the Collateral Effects on Young Children's Behavior. J*ournal of Positive Behavior Interventions 16* no. 2 (April): 81–92.

Fox, L., M. Hemmeter, P. Snyder, D. Binder, and S. Clarke. 2011. Coaching Early Childhood Special Educators to Implement a Comprehensive Model for Promoting Young Children's Social Competence. T*opics in Early Childhood Special Education 31* no. 3 (April): 178–192.

Hemmeter, M. L., P. Snyder, L. Fox, and J. Algina. 2011, June). *Coaching to Support Teachers in Using the Teaching Pyramid Practices* [Paper presentation]. Annual Meeting of the Society for Prevention Research, Washington, DC.

Jerald, C. 2012. *Ensuring Accurate Feedback From Observations: Perspectives on Practice.* Bill & Melinda Gates Foundation. https://docs.gatesfoundation.org/documents/ensuring-accuracy-wp.pdf

Lloyd, C.M., and E.L. Modlin. 2012. *Coaching as a key Component in Teachers' Professional Development Improving Classroom Practices in Head Start Settings* (Report No. 2012-4). US Department of Health and Human Services Office of Planning, Research and Evaluation, Administration for Children and Families.

O'Neill, J. (2000). Smart goals, smart schools. *Educational Leadership* 57 no. 5(February): 46–50.

Rush, D., and M. Shelden. 2011. *The Early Childhood Coaching Handbook.* Paul H. Brookes.

Snyder, P., and B. Wolfe. 2008. The big Three Process Components in Early Childhood Professional Development: Needs Assessment, Follow-Up, and Evaluation. In *Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources* edited by P. Winton, J. McCollum, and C. Catlett, 13–51. Washington DC: Zero to Three.

Snyder, P., M.L. Hemmeter, K. Artman, K. Kinder, C. Pasia, C., and T. McLaughlin, 2012. Characterizing key features of the early childhood professional development literature. *Infants and Young Children* 25 no. 3 (July / September): 188–212.

Zaslow, M., Tout, K., Halle, T., Vick Whittaker, J., & Lavelle, B. (2010). *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators.* U.S. Department of Education, Office of Planning, Evaluation and Policy Development.

Zemke, R., & Kramlinger, T. (1982). *Figuring Things out: A Trainer's Guide to Needs and Task Analysis.* Boston: Addison-Wesley.

Domain 5: Reflection and Feedback

Artman-Meeker, K., and M.L. Hemmeter. 2013. Supporting Teachers' use of Recommended Practices Through Email Performance Feedback. *Topics in Early Childhood Special Education*, 33, 112–123.

Conroy, M.A., K.S. Sutherland, A.K. Vo, S. Carr, and P.L. Ogston. 2014. Early Childhood Teachers' use of Effective Instructional Practices and the Collateral Effects on Young Children's Behavior. *Journal of Positive Behavior Intervention*s, 16 no. 2 (April):, 81–92.

Fox, L., M.L. Hemmeter., P. Snyder, D. Binder, and S. Clarke. 2011. Coaching Early Childhood Special Educators to Implement a Comprehensive Model for Promoting Young Children's Social Competence. *Topics in Early Childhood Special Education*, 31(3), 178–192.

Hanft, B.E., D.D Rush, and M.L. Shelden. 2004. *Coaching Families and Colleagues in Early Childhood*. Baltimore: Paul H. Brookes Publishing Company.

Hemmeter, M. L., P. Snyder, L. Fox, and J. Algina. June 2011. *Coaching to Support Teachers in Using the Teaching Pyramid Practices* [Paper presentation]. Annual Meeting of the Society for Prevention Research. Washington, DC.

Jerald, C. 2012. *Ensuring Accurate Feedback from Observations: Perspectives on Practice.* Bill & Melinda Gates Foundation. https://docs.gatesfoundation.org/documents/ensuring-accuracy-wp.pdf

Rush, D., and M. Shelden. 2011. *The Early Childhood Coaching Handbook*. Baltimore: Paul H. Brookes

Sheridan, S.M., C.P. Edwards, C.A. Marvin, and L.L. KnocheL.(2009. Professional Development in Early Childhood Programs: Process Issues and Research Needs. *Early Education and Development* 20 no. 3 (June): 377–401.

Snyder, P., M.L. Hemmeter, K. Artman, K. Kinder, C. Pasia, and T. McLaughlin. 2012. Characterizing key features of the early childhood professional development literature. *Infants and Young Children* 25 no. 3 (July / September): 188–212.

Zaslow, M., K. Tout, T. Halle, J. Vick Whittaker, J., and B. Lavelle. 2010. *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators*. US Department of Education, Office of Planning, Evaluation and Policy Development.

Domain 6: Professional Development

Artman-Meeker, K., and M.L. Hemmeter. 2013. Supporting Teachers' use of Recommended Practices Through Email Performance Feedback. *Topics in Early Childhood Special Education 33*, 112–123.

Landry, S H., P.R. Swank, K.E. Smith, M.A .Assel, and S.B. Gunnewig. 2006. Enhancing early literacy skills for preschool children: Bringing a professional development model to scale. *Journal of Learning Disabilities* 39 no. 4 (July): 306–324.

Neuman, S.B., and T.S. Wright. 2010. Promoting Language and Literacy Development for Early Childhood Educators: A Mixed Methods Study of Coursework and Coaching. *Elementary School Journal* 111 no. 1 (September): 63–86.

Sheridan, S.M., C.P. Edwards, C.A. Marvin, and L.L. Knoche. 2009. Professional Development in Early Childhood Programs: Process Issues and Research Needs. *Early Education and Development 20* no. 3 (June): 377–401.

National Center on
Early Childhood Development, Teaching, and Learning