ParentChild+

Equal Possibilities from the Start

Practice-based Coaching: Coordinators as Coaches



Jessica Faith
Nov 2026

Learning Objectives (workbook p. 27-28)

- Why PC+ is strengthening ELS facilitation of parent-child relationship and how coaching supports this goal.
- Coaching cycles and Coordinator vs ELS roles
- Practice reflective coaching skills through video observation, self-assessment, and conversation.
- Identify opportunities to incorporate coaching into ongoing supervision and team meetings

Baseline data analysis

Our baseline video data offer a valuable snapshot of current practice and sets the state for intentional growth. The videos analyzed show that children are highly engagement, actively participating in developmentally rich activities. This demonstrates that home visitors are successfully centering the child's learning experience and fostering meaningful engagement.

At the same time, the videos analyzed highlight opportunities to strengthen facilitation by more intentionally supporting parent-child interaction. When home visitors guide parents to take the lead, learning becomes deeper and more sustainable. By using video reflection to highlight these patterns, we can acknowledge what's working while focusing on the next stage of growth in enhancing faciliation.

❶ Directly engaging each child in their own environment is our strength.

The majority of home visiting interactions **directly involved the child**. Additionally, the greater part of the content in the home visit was focused on the **child's development of a skill**. Our goal from now to 2030 is to maintain the rate of direct interaction and child development content.

95% of interactions directly involve the child

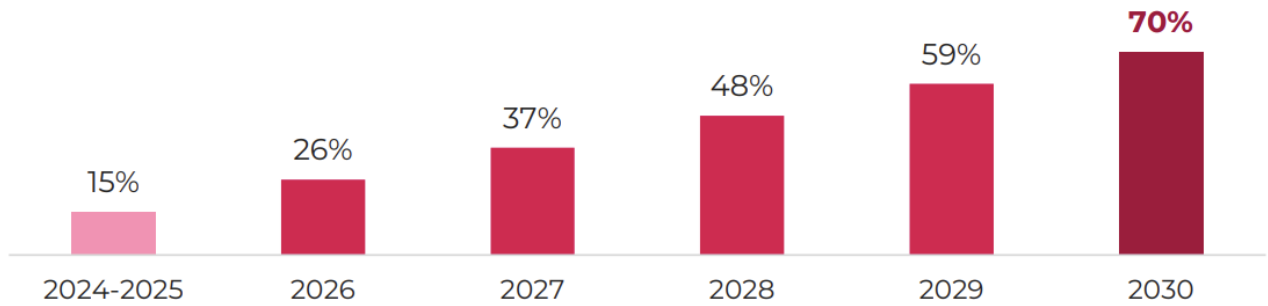


97% of content focused on child development



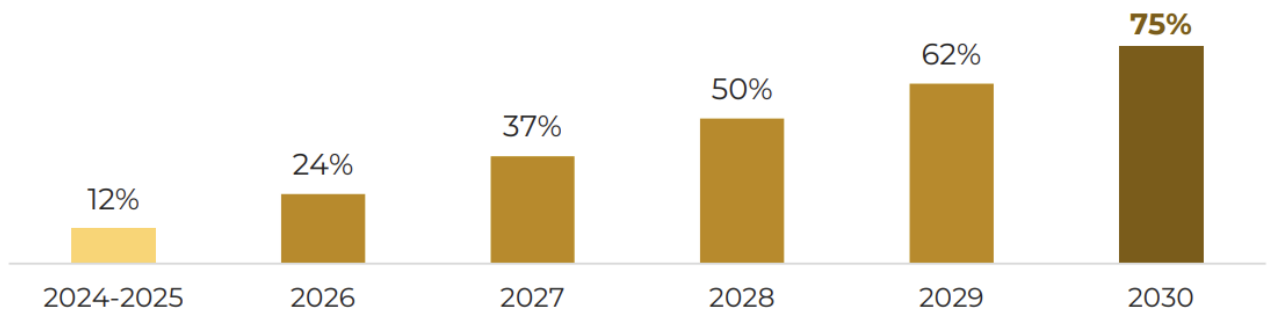
❷ Our goal is to increase facilitation

Over the next five years, our goal is shifting the nature of the early learning specialists (ELSs) involvement in home visiting to **70% facilitation**. Facilitation describes when the ELS does anything to enhance interaction between the parent and the child.



❸ Our goal is to shift the type of direct home visiting interaction

Although the majority of the home visits are direct interaction, most of that interaction is when both the parent and ELS are directly engaging the child in the conversation or activity or the interaction is just between the ELS and the child. Our goal is to reach home visits with **75% of the interaction between the parent and child**.



From Data to Practice Improvement

- **Strengths:** What are ELSs already doing well?

- **Opportunities:** What stands out as an area for improvement?

- **Implications:** What might need to change in ELS practice to strengthen caregiver-child interaction?



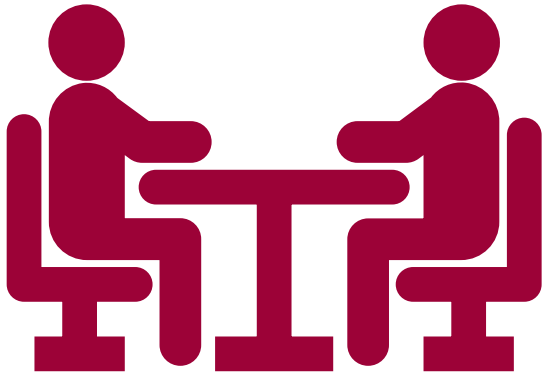


What is Practice-based Coaching?

Practice-based Coaching Video



Breakout rooms:
When are we coaching? (p 27)



- How is coaching different from training or supervising?
- What does the Coordinator do as Coach?
- What might make coaching difficult to incorporate into your current role?
- What does the Coordinator do to build trust and support ELS learning?

Practice based coaching:

- Individualized
- Strength based
- Need to observe ELS
- Cycles
- Open ended questions

Practice-based: Established practices developed through experience, reflection, and ongoing improvement. Practices supported by rigorous research are considered evidence-based.

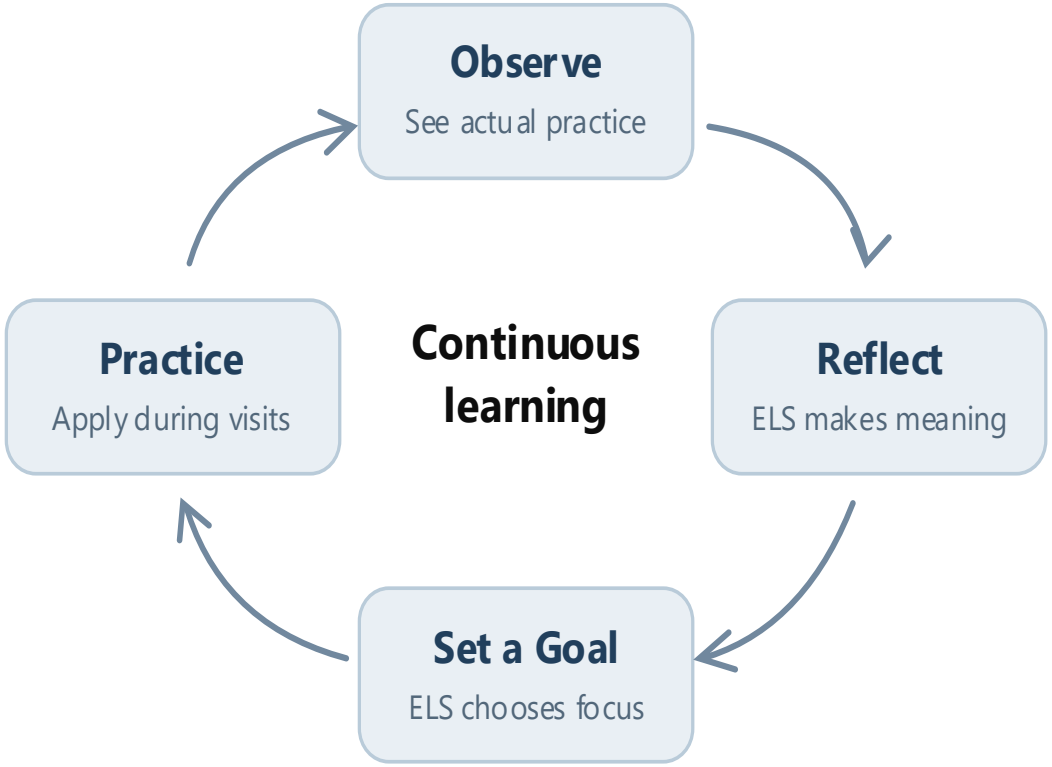
Coaching: A relationship-based process that supports professional learning and strengthens specific skills and behaviors through reflection, goal setting, practice, and feedback. (Adapted from NAEYC)

Roles in Coaching Cycles

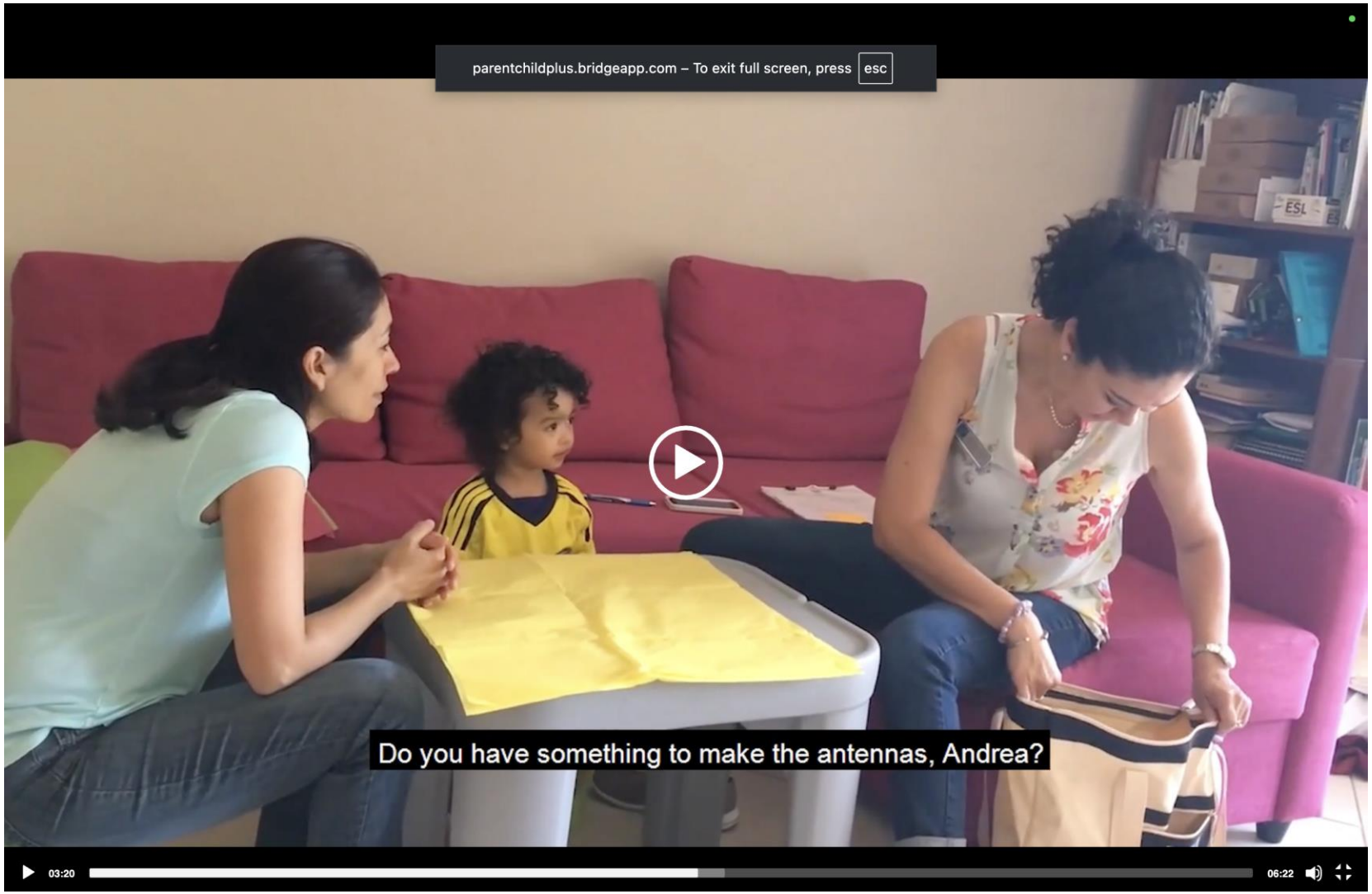
Coordinator: Creates the coaching relationship, supports observation and reflection, helps clarify goals, and provides opportunities for practice and feedback.

ELS: Reflects on their own practice, chooses a facilitation goal within PC+ expectations, tries strategies, and evaluates progress.

The Coordinator does not select the goal for the ELS.



Video Reflection: Experience the ELS Perspective



You are not evaluating the ELS in this video.
You are practicing self-reflection from the ELS's perspective.

In the home visit practice with the family, does the Early Learning Specialist….?

#1) Encourage Parent-Child Interaction

	Need Support	Meet Often	Excel
Interact with both parent and child together.			
Support ongoing parent-child interactions and reinforce positive parent-child interactions. This might mean observing and commenting or waiting and listening.	☐	☐	☐
Encourage parent responsiveness to child by either highlighting the child's cues or asking questions to help the parent enrich interaction with the child.	☐	☐	☐
Have supportive body positioning to encourage parent-child interaction and/or togetherness.	☐	☐	☐

#2) Engage and Collaborate with the Family

	Need Support	Meet Often	Excel
Ask questions about parent preferences and respond accordingly.	☐	☐	☐
Involve parents in planning activities they want to complete with their child during the next visit.	☐	☐	☐
Reflect and share the child's development and learning observations with the family.	☐	☐	☐
Hand the VISM material to the parent and/or encourage parental lead with the VISM or materials in the home environment.	☐	☐	☐

Large Group Connections

Instructions: Watch the home visit video as if you are the ELS. Focus on Best Practice Principles #1 and #2. Use the self-assessment tool to reflect on the practice shown.

- What did you do well to support caregiver-child interaction?
- What did you notice about the caregiver's and child's responses?
- What is one facilitation skill you would like to strengthen?

Fishbowl: Reflection to Goals

BPP: Questions to Guide Coaching Conversations

- Coordinator prompts:
- What stood out to you in the video?
- What do you think went well?
- What would you like to strengthen?
- What could you try during your next visit?
- What support would be helpful?

Group Debrief

How did the Coordinator support reflection and ELS ownership rather than direct the conversation?

Planning Coaching Cycles

When should Coordinators use Coaching Cycles?	Observe ELS practice at least twice annually, with additional coaching based on ELS learning needs. Use observation, reflection, goal setting, and follow-up to support ongoing practice improvement.
How can Coaching be introduced into team meetings?	Review short, ELS-selected video clips and reflect on practice together. Create a supportive environment where ELSs feel comfortable sharing and learning. Focus on strengths, reflection, and problem-solving rather than evaluation.

Coaching Tools

Tool	Purpose
BPP #1 and #2	Define expected ELS facilitation practices
Routines of a Home Visit (Checklist)	Fidelity tool that translates our Family Model expectations into observable practices.
ELS Self-Assessment **(to be emailed)**	Helps ELSs reflect and identify their own goals
Coordinator Coaching Plan **(to be emailed)**	Tracks observations, goals, feedback, and next steps

ParentChild+
Equal Possibilities From The Start

Home visit checklist: Family Model

Opening routine

- Greet the family warmly.
- Set up for video recording, if needed.
- Check-in about any updates, routines, or goals previously set.
- Explain the purpose of the book or toy and introduce relevant child development concepts.
- Begin with the opening ritual, if applicable (e.g., a song or culturally relevant routine).
- If the ELS is modeling any techniques, demonstrate and discuss the approach being used with the family.

During visit ☑

Body Positioning:

The Early Learning Specialist (ELS) should encourage physical closeness between parent and child by starting the visit by sitting beside the caregiver.

Invite and allow:

Follow the lead of the caregiver and child. A simple way to do this is to hand the book or toy to the parent.

Use coaching + facilitation principles:

- **Observe** the parent-child interaction without interrupting positive moments or flows. (Try for 3 mins at a time.)
- **Comment** on positive interactions and share successes observed.
- **Connect** the caregiver's actions to child development principles.
- **Ask:** prompt questions that encourage reflection, using open-ended formats.

Closing routine

- Complete any closing rituals (e.g., a routine signifying the end of the visit).
- Reflect on the visit by asking open-ended questions: What did the family observe? What strengths did they identify? (Your site's questions should be in the Reflection Record)
- Set or reaffirm family goals: How can the ELS provide support to the caregivers?
- Engage in co-planning: Does the family have ideas for the next visit?