



Pyramid Program Implementation Coach Mentor Guidance - Center Based

Pyramid Program Implementation Coach Mentors are responsible for supporting the Program Implementation Coach (PIC) (mentee) as they support the Implementation Site Leadership Team in building sustainable systems and internal capacity to ensure program-wide Pyramid Model implementation over time. As Mentors support PICs they should be considering how to build the Mentee capacity to independently support high-quality Pyramid Model implementation.

On the following pages is a recommended sequence for the Mentor's first six meetings with their PIC (Mentee). It's important to note that Mentors will progress through this sequence at different rates based on a variety of factors. Some may move faster and some slower. Mentors support the PIC (Mentee) to progress at a pace that works for them, promoting them to move forward and avoid stalling out.

Mentor: _____ **Program Implementation Coach (Mentee):** _____

Organization/State/Country

Questions Mentors Should Ask Related to Organization/State/Country Specific Expectations:

Are PICs ONLY Program Implementation Coaches or are they also Practitioner Coaches?

What are state data requirements for PICs?

Demographics of Program(s) Mentee is supporting:

Type(s) of program(s) (Center-based, Family Child Care, Early Intervention, etc.):

Size (number of staff, children, etc.) of each program:

PIC Training Tracking for Mentor:

Professional Development PIC has had to date:

- ☐ Program Coach Training
- ☐ Leadership Team Launch (also called "Leadership Academy")
- ☐ Preschool Foundational Practices Training
- ☐ Infant Toddler Foundational Practices Training
- ☐ Implicit Bias/ Culturally Responsive Training
- ☐ Inclusion Training
- ☐ Practice Based Coaching Training
- ☐ TPOT Reliability Training
- ☐ TPITOS Reliability Training
- ☐ BIRS Training
- ☐ Data Literacy Training
- ☐ PIDS Training
- ☐ Prevent Teach Reinforce for Young Children

Professional Development Needed:

- ☐ Program Coach Training
- ☐ Leadership Team Launch (also called "Leadership Academy")
- ☐ Preschool Foundational Practices Training
- ☐ Infant Toddler Foundational Practices Training
- ☐ Implicit Bias / Culturally Responsive Training
- ☐ Inclusion Training
- ☐ Practice Based Coaching Training
- ☐ TPOT Reliability Training
- ☐ TPITOS Reliability Training
- ☐ BIRS Training
- ☐ Data Literacy Training
- ☐ PIDS Training
- ☐ Prevent Teach Reinforce for Young Children

Add any known deadlines for Mentee to complete for data entry:

(If applicable - it will depend on their state or organization's expectations)

- BoQ – Due Date: _____
- TPOT – Due Date: _____
- TPITOS – Due Date: _____
- BIRS – Due Date: _____
- Program Coach Logs – Due Date: _____
- Practitioner Coach Logs – Due Date: _____

Key Resources for current status:

Notes:

Meeting 1

Develop a collaborative partnership by building relationships, understanding the program(s) history, and leveraging the Padlet.

- Identify ways to get to know each other a bit.
- Have mentee share what they know of the program(s) they are supporting.
- What is the Mentee most excited about with program implementation coaching?
- What is the Mentee most worried about with program implementation coaching?
- If there is one thing the Mentee can know that would make them feel better, what would it be?
- Ask the Mentee what would make these meetings most valuable to them?
- Ensure the Mentee has the Padlet link.
- Ensure the Mentee has the current state program expectations (Ask if state/organization/country has an agreement or MOU with the program.)
Share applicable resources with the Mentee.

Resources:

- [The Program Coach Padlet](#)
- [Program Coach Meeting Guidance Resource](#) - Center Based
- Program Coach Meeting Guidance Resource - Family Child Care Home (In process)
- Program Coach Meeting Guidance Resource - Early Intervention (In Process)
- [Example "ice breakers"](#)
- [Implementation Stages Document](#)

Notes:

Between Meeting 1 & 2:

- Reflect on conversations with Mentee and identify priorities for follow up in the next meeting.

Meeting 2

Continue relationship building, conduct an emotional check-in, and review program updates and Padlet resources.

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program they support.
 - What is the BoQ status?
 - What is the implementation/action plan status?
 - What is the current implementation plan?
- Do state expectations check in with Mentee for each program they support. (if applicable).
- Check in on upcoming PD for Mentee or their sites.
- Share applicable resources.

Resources:

- [EC Program BoQ](#)
- [EC Program BoQ Excel SS](#)

Notes:

Between Meeting 2 & 3:

- Reflect on the meeting, answer questions, and plan the agenda of the next meeting.

Meeting 3

Conduct an emotional check-in, review program updates, support leadership team meetings, engage in action planning, update PIDS (or Excel sheets if PIDS is not used), and complete the Look-Think-Act (LTA) cycle around the PW-BoQ.

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program they support.
 - What is the BoQ status?
 - What is the implementation plan status?
 - What is the current implementation plan?
- Ask Mentee to share the current action plan with you and engage in conversation around it.
- While reviewing the Action Plan, look for things like SMART goals and observable and measurable action steps.
- What data has the Mentee been using to support conversations at leadership team meetings?
- How comfortable is the Mentee with data/PIDS/Look-Think-Act cycles, etc.?
- Share applicable resources.

Resources:

- [Action Plan Template](#)
- [EC BoQ](#)
- [FCCH BoQ](#)
- [LTA BoQ](#)

Notes:

Between Meetings 3 & 4:

- Reflect on the last meeting with the Mentee.
- Make a plan to follow up on any agreed upon tasks.
- Plan priorities for upcoming meeting with Mentee.

Meeting 4

Conduct an emotion check-in and support leadership team meeting facilitation and agenda development.

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program they support.
 - What is the BoQ status?
 - What is the implementation plan status?
 - What is the current benchmark plan?
- Discuss Leadership Team Meeting facilitation.
 - Use of agenda.
 - Use of Action Plan.
 - Use of data (BoQ mostly in the beginning, but discuss other data points programs can use - student outcome data, screeners they currently collect, etc.).
- Share applicable resources.

Resources:

- [LT Meeting Agenda Template](#)
- [LT Meeting Agenda Template 2](#)
- [Data Coordinator Responsibilities](#)
- [LT Implementation Plan](#)
- [Staff Buy-In Presentation](#)
- [Program Implementation Padlet](#)

Notes:

Between Meetings 4 & 5:

- Reflect on the last meeting with the Mentee.
- Make a plan to follow up on any agreed upon tasks.
- Plan priorities for upcoming meeting with Mentee.

Meeting 5

Conduct an emotion check-in, review PIDS entries including Program Coach Logs, BoQ, and Action Plan data, touch base on leadership team facilitation, and assess staff buy-in.

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program they support.
 - What is the BoQ status?
 - What is the implementation plan status?
 - What is the current benchmark plan?
 - Leadership Teams consistently meeting (if not, problem solve)
- Staff Buy-In Considerations.

Make sure these steps are captured on the action plan!

- [Practitioner Selection Guidance](#)
- [PBC Agreement](#)
- [TPOT Tip Sheet](#)
- [TPITOS Tip Sheet](#)
- [Taming Your TPOT Fears](#)
- [Data Roadmap](#)

Notes:

Between Meetings 5 & 6:

- Reflect on the last meeting with the Mentee,
- Make a plan to follow up on any agreed upon tasks,
- Plan priorities for upcoming meeting with Mentee.

Meeting 6

Check in on emotions and program status, confirm that the current action plan goal is up to date in PIDS, assess staff buy-in, and if everything is stable, follow up on family engagement.

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program they support.
 - What is the BoQ status?
 - What is the implementation plan status?
 - What is the current benchmark plan?
 - Leadership Teams consistently meeting (if not, problem solve)
 - PIDS/Data use
- Staff Buy-In Considerations.
- If Staff Buy-In is underway, review the Family Engagement critical element.
- Discuss program's internal resources dedicated to data collection & use.

Buy-In Resources

- [Staff Buy-In Presentation](#)
- [Sample Staff Buy-In Poll 1](#)
- [Sample Staff Buy-In Poll 2](#)
- [Staff Buy-in Poll example 3](#)
- [Staff Buy-in Poll example 4](#)

Notes:

Ongoing meetings: Focus on Mentee Priorities

- Do emotional check-in with Mentee.
- Do program check-in with Mentee for each program.
 - What is the BoQ status?
 - What is the implementation plan status?
 - What is the current benchmark plan?
 - Leadership Teams consistently meeting (if not, problem solve).
- PIDS/Data use update.

This remains the basic outline with flexibility to allow for Mentee focus, concerns, or priorities.