* Expand and tighten your literature review: You have begun a comprehensive review of literature around CQI and its transmission into the early learning field.
* Additionally, I would imagine you would need to synthesize literature on the role of coaching and professional learning / PD in improving the quality of early childhood classrooms.
* Specifically, you might further supplement previous studies that have explored the linkage between ECE quality and coaching / PD ot TA supports, and if available, RBPD and their influences on child outcomes.
* Another section is needed on how the field has defined coaching--what you mean by structure, process, and content as well as existing evidence on unique contributions of these factors on classroom quality and ultimately child outcomes. Given that you are particularly interested in RBPD, it comes up for the first time at the end of the literature review. In its current draft, it is hard to understand the intellectual debate and current state of how the field has been thinking and learning about these relations, what gaps still exist, and how your proposed study is addressing this gap. Addressing these to improve your literature review will help motivate your RQs effectively. Typically you propose RQs as resulting conclusions of your literature review, not the other way around.

*Role of Coaching and Professional Development*

It seems worth noting the current coaching framework applied in the Washington statewide QRIS as well as role of coaching and professional development in early childhood education system in improving quality of early learning care.

According to Candace Bixler (2018; referenced by Knight (2009, p.2) as a personal communication) who’s serving as an educational specialist and leader in professional development, Bixler commented “What we are doing right now in education is like bringing together successful coaches from varied sports, basketball, gymnastics, football, tennis, and swimming to develop a winning team when we haven’t even determined the sport or the playing field.” As I reflect this statement, I felt the comment resonated with the limited information available from literature; on the other the hand, this bring opportunity for educational researchers to synthesize what’s known so far about coaching as noted by Knight (2009), the word “coach” or variations of its terminology has appeared 193 times in the 2007 National Staff Development Council (NSDC) whereas in 1997, only 19 times has appeared.

* Reference findings from Artman-Meeker et al.,(2015) around early childhood coaching literature around lack of consensus around definition of coaching, there’s a concensus around especially for coaching relevant for improving instructions of a teacher, use of evidence such as setting goals, providing feedback, planning, observations, creating action steps (i.e. modeling, role-play, assistance) is considered essential for solid coaching experiences.
* Include definition of coaching
* Include why coaching is similar and different than professional development
* Include researches conducted by
  + Review findings from
    - Hull, Edwards, Rogers, & Swords, 1998, p.268)
    - Rennick (2002): kindergartner
    - Slinger (2004): dissertation on impact of coaching and student literacy scores
    - Lockwood et al., (2010): 1000 FL middle school students from 97-98 to 05-06 data: state funded coach was associated with statistical improvements in average annual reading achievement gains for two of the four cohorts of schools analyzed.
    - Also reference Bierman et al.
  + Need to paraphrase from Joo et al. (2020). “Most professional development enhancement programs targeted teaching practices that would improve children’s language and literacy skills through training, workshops as well as mentoring or coaching. Teachers were trained to apply effective teaching strategies in classroom activities, including book readings and conversation strategies. Structures and formats of professional development programs were research-based and provided regular training sessions with supplemental mentoring or coaching. It was uncommon for enhancements to have more than one type of added component in each contrast. There was only one contrast that provided the combination of a literacy-focused curriculum and coaching.”
  + Kraft et al.
  + Relocate below Shindler’s article

*Coaching and Child/Student Level Outcomes*

Based on the preliminary literature review, limited number of research studies were conducted on exploring associations between coaching and child/student level outcomes.

Shindler’s team (2017) demonstrated an example of how a strength-based video coaching can be utilized to improve father-child interactions, especially measures around social emotional learning and stress level of adults. The small-scale pre-post test of 15 low-income fathers in the United States with a child between 6 and 36 months of age showed reinforced behavioral and psychological engagement. Shindler (2017) noted videos coded by the PICCOLO-D protocol (Parenting Interactions with Children Checklist of Observations Linked to Outcomes- Dad version) (Anderson, Roggman, Innocenti, & Cook, 2013), the participants’ (fathers’) stress level related to parenting have significantly decreased from 73.27 *(SD = 15.39)* to 63.80 (*SD* = 13.95) from pre to posttest as well as decreased children’s mean behavioral problem scores from 9.25 (*SD* = 3.55) to 8.33 (*SD* = 2.42) when training and coaching was provided with flexibility. As I reflect how much flexibility and effort for coordination was given in this project (including reduced number of in-person coaching sessions to parents from 10 to 6, matching gender of a home visitor based on a comfort level of father participants, as well as offer services at the convenience of participants including evenings and weekend, incorporating such effort seems to be one of the factors that can be considered to conduct such study.

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