



Comparing Two Pyramid Model Professional Development Opportunities for Early Childhood Educators in Georgia

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Executive Summary

Since 2022, Georgia's Department of Early Care and Learning (DECAL) has offered professional development (PD) on the Pyramid Model, a framework that helps early childhood educators support children's social and emotional development, create positive classroom environments, and instill trauma-informed approaches for supporting children's behaviors.

In the 2024–2025 school year, DECAL offered two forms of Pyramid Model PD:

- The Foundational Training, self-paced online eModules and facilitated peer learning community (PLC) sessions for teachers and administrators new to the Pyramid Model.
- Practice-Based Coaching (PBC), one-on-one coaching and on-site group trainings for teachers who had already completed the Foundational Training.

DECAL partnered with [Child Trends](#), a nonprofit research organization, to evaluate the Foundational Training pilot and scaled-up implementation in 2023 and 2024, respectively. In these evaluations, the early childhood educators who participated in Foundational Training reported increased knowledge, self-efficacy, and practices related to social-emotional learning (SEL). In the 2024–2025 school year, DECAL offered PBC for the first time. The current report was designed to measure outcomes of both the Foundational Training and PBC, and to draw comparisons between the two forms of PD to understand whether there was an added benefit of PBC over and above Foundational Training alone.

Methods

The mixed-methods evaluation design included surveys, classroom observations, focus groups, and analysis of service delivery data. The surveys and observations were collected before and after PD (as well as at a midpoint for PBC). The surveys asked

Glossary

SEL (Social and Emotional Learning): The process of developing skills that support children's social, emotional, and behavioral growth.

Foundational Training: A three-month training for early childhood educators to begin learning about the Pyramid Model. The two components are eModules and Professional Learning Communities.¹

eModules: Self-paced online lessons created by the Pyramid Model Consortium to teach early childhood educators the fundamentals of the Pyramid Model. DECAL provided two packages of eModules titled *Birth to Five* and *Practices to Reduce Suspension and Expulsion*.

PLCs (Professional Learning Communities): Virtual groups facilitated by DECAL specialists for early childhood educators to collaborate and discuss the topics covered by the eModules.

PBC (Practice-based coaching): "An adult-learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, or gain a deeper understanding of practices for use in current and future situations;" (p. 1).² Coaching includes goal setting, observation, action/practice, and reflection/feedback, within the context of a collaborative coaching partnership.³

PD (Professional development): The ongoing process of acquiring new knowledge, skills, and competencies to advance one's career and improve job performance.

¹ The Pyramid Model Consortium. (2021). *Online courses – ePyramid*. <https://www.pyramidmodel.org/online-courses-epyramid/>

² Rush, D. D., & Shelden, M. L. (2008). Coaching: Quick reference guide. *Briefcase*, 1(1), 1–2. <https://fpp.ncdhhs.gov/wp-content/uploads/BriefCASE-Vol-1-Number-1-UA.pdf>

³ Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35(3), 133–143. doi: 10.1177/0271121415594925

participants about their SEL knowledge, self-efficacy, practices, perceptions of challenging behavior, and feedback on the training. The observations used structured tools (Teaching Pyramid Observation Tool, TPOT and Teaching Pyramid Infant-Toddler Observation Scale, TPITOS) to look for teachers' use of Pyramid Model skills in the classroom. We developed the evaluation methods to be able to:

1. Describe each type of PD provided, including the amount of PD that participants received and their satisfaction with the PD.
2. Investigate change over time in social and emotional learning (SEL) mindsets, knowledge, and practices for participants for each type of PD, and determine whether the amount of change depended on how much PD they received.

To describe the PD provided, we analyzed data from the service logs and participant feedback on surveys. To analyze change over time, we used survey data and classroom observation for both groups over the course of three months.⁴ We supplemented these findings with insights from the focus groups.

Evaluation findings

Description of PD provided

How much PD did participants receive?

- **Foundational Training:** Both ECE teachers (N=60) and administrators (N=23) participated in Foundational Training. Most (77%) participating teachers and administrators completed both eModules; about half attended all six PLCs.
- **PBC:** Thirty-two teachers participated in coaching and on-site trainings. On average, they received 10 hour-long coaching sessions (fewer than the 14–18 planned). Most (84%) teachers attended all four on-site group sessions. Administrators did not receive coaching and had the option to participate in on-site trainings, attending two, on average.

What content and strategies did PBC coaches use?

- Coaching focused on a range of topics including responding to challenging behaviors and teaching social-emotional skills. Teachers reported that goal setting, observation, feedback, and hands-on support were some of the most useful coaching activities.

How satisfied were participants?

- Both groups reported high satisfaction and most found the PD relevant for their role. In the PBC group, teachers described their coaches as nonjudgmental, helpful, flexible, and reassuring.

Changes in knowledge, mindsets, and practice⁵

Did participants report changes in SEL knowledge?

- **Yes, in both groups.** Teachers in both types of PD self-reported significantly increased knowledge of social-emotional development.

⁴ PBC lasted for 7-9 months, whereas Foundational Training lasted for three months. Outcomes from the full length of PBC are presented separately in Appendix C.

⁵ Findings below cover the same three-month window for both groups to allow a direct comparison. Extended PBC outcomes across the full nine months are in Appendix C.

Did confidence and mindsets change?

- **Partially.** Foundational Training administrators and PBC teachers both reported significantly greater confidence in supporting children with challenging behavior. Neither group showed significant shifts in how they thought about challenging behavior in the classroom, suggesting this may require more targeted support.

Did classroom practices change?

- **Only in PBC.** Observed Pyramid Model classroom practices did not change significantly for Foundational Training teachers, though starting scores were already high. PBC teachers showed a significant improvement in observed use of Pyramid Model practices that were maintained even in the new school year with new children in their classrooms.

Did exclusionary discipline change?

- Rates of exclusionary discipline were very low before PD began and remained low for both groups. No significant reductions were found, which reflects a strong starting point rather than a limitation.

Did outcomes depend on how much PD participants received?

- For Foundational Training teachers, more participation was linked to larger knowledge gains. For PBC teachers, neither knowledge nor practice changes depended on the number of coaching sessions received.

Conclusions and future considerations

Both forms of PD improved educators' knowledge and confidence. However, only PBC produced measurable gains in observed use of classroom practices that promote SEL. This difference is expected: the Foundational Training introduces the Pyramid Model to educators who are new to it, whereas PBC builds on that foundation through individualized support to translate knowledge to practice. These results suggest that these two programs may work best as a sequence.

These evaluation findings support the following suggestions for DECAL to consider:

- Continue providing PBC in the Pyramid Model because it has an added benefit over and above the benefits of Foundational Training. Continue to provide Foundational Training as a precursor to PBC.
- Support programs to transition to program-wide implementation of Pyramid Model and help them develop infrastructure to continue classroom coaching with increasing autonomy.
- Ensure that teachers receive the intended amount of coaching.
- Put processes in place to ensure that:
 - PBC participants receive the intended dose of coaching
 - Access to Pyramid Model PD expands over time, including to programs that may not have access to sufficient training resources for their staff
 - PD is planned and scheduled strategically to accommodate educators' schedules
- Continue to evaluate DECAL's implementation of the Pyramid Model. Consider investigating:
 - The outcomes of PBC for teachers in program-wide implementation sites
 - How and for whom PBC is most effective, and what "dosage" of coaching is needed for positive outcomes
 - Whether the gains from PBC are maintained over time

Introduction

Since 2022, Georgia's Department of Early Care and Learning (DECAL) has provided professional development (PD) on the Pyramid Model for the state's early care and education (ECE) workforce. The Pyramid Model is a widely used framework that provides early childhood educators with PD to acquire skills to support children's social and emotional development, create positive classroom climates, and instill trauma-informed approaches for supporting children's behaviors. Pyramid Model supports span three levels—universal, targeted, and intensive (see call out box). PD offerings designed by the Pyramid Model Consortium⁶ vary in length and intensity; these include Foundational Training, Practice-Based Coaching (PBC), and Program-Wide Implementation (PWI) (Figure 1).

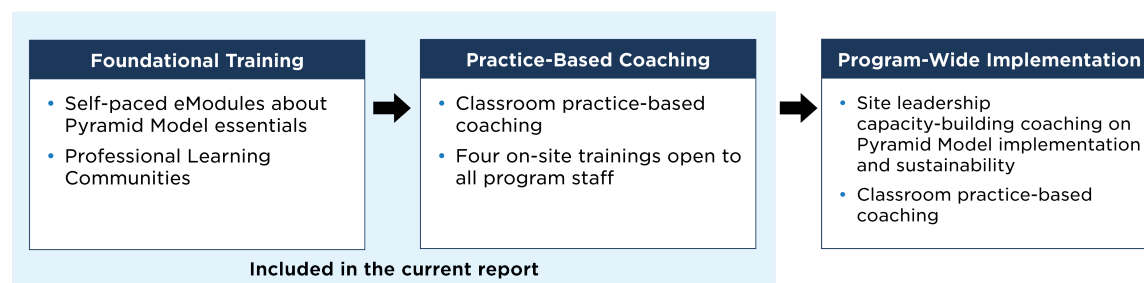
Child Trends, a nonprofit research organization, has served as DECAL's independent evaluator for its phased roll-out of Pyramid Model supports, evaluating DECAL's implementation of the Foundational Training with ECE administrators and teachers in 2023⁹ and 2024¹⁰ (see Appendix A for a summary of past evaluation findings). In 2025, DECAL began offering PBC to teachers with Foundational Training experience while continuing to offer the Foundational Training to teachers and administrators new to the Pyramid Model.^{11,12} This report summarizes Child Trends' evaluation findings comparing PBC with the Foundational Training.

What is the Pyramid Model?

The Pyramid Model is a framework for evidence-based supports to promote young children's social-emotional development and address challenging behavior in early childhood education settings. The Pyramid Model organizes support for young children into three levels:

- **Universal supports (for all)** focus on building warm relationships, creating predictable routines and clear expectations for children, and partnering with families.
- **Targeted supports (for some)** focus on additional teaching of social and emotional skills, such as how to play with peers or recognize feelings, for children who may need more support.
- **Intensive supports (for a few)** are for children who need more individualized help, for example developing a behavior support plan for children with persistent challenging behaviors.^{7,8}

Figure 1. Pyramid Model professional development offerings



Note: DECAL and Child Trends will evaluate the Program-Wide Implementation cohort that began in 2026; data collection was underway at the time of this report

⁶ <https://www.pyramidmodel.org/>

⁷ Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children*, 58, 48–52. https://challengingbehavior.org/docs/TeachingPyramid_vc_article_7_2003.pdf

⁸ Hemmeter, M. L., Ostrosky, M., & Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review*, 35, 583–601.

⁹ McDoniel, M. E., LaForett, D. R., Gal-Szabo, D. E., Richards, K., Wodrich, H., Keaton, H., & Early, D. M. (2024). *Evaluation of the ePyramid Modules: A pilot implementation with early childhood administrators and teachers in Georgia*. Child Trends.

¹⁰ McDoniel, M. E., Keaton, H., Richards, K., Wodrich, H., LaForett, D. R., Gal-Szabo, D. E., & Early, D. M. (2024). *Evaluation of the ePyramid Modules Scale-up Implementation: A virtual training with early childhood administrators and teachers in Georgia*. Child Trends.

¹¹ In 2026, DECAL began offering PWI to programs with teachers who had completed PBC.

¹² DECAL has supported this PD with funds from the American Rescue Plan Act and the Child Care Development Fund.

Foundational Training and Practice-Based Coaching comparison study

To understand the potential added value of PBC as a PD support for Georgia teachers beyond the benefits observed from participation in the Foundational Training, the present evaluation study compared changes in teachers' social-emotional learning (SEL) knowledge, mindsets, and practices.

The box below summarizes the primary features of Foundational Training and PBC, followed by additional descriptions of the content covered and other implementation characteristics.

Foundational Training vs. Practice-Based Coaching (PBC)	
Foundational Training • Who: teachers and administrators • When: September–November 2024 (administrators) and January–April 2025 (teachers) • What: ○ eModules that teach the basics of Pyramid Model implementation ○ Professional learning communities (PLCs) • Format: ○ Asynchronous virtual eModules ○ Virtual, facilitated group PLCs • Intended dosage over 3 months: ○ 20 hours of asynchronous learning ○ Six 2-hour PLCs • Incentives: ○ Teachers: up to \$300 and \$175 for Lakeshore Learning materials to support SEL; 32 hours of Continuing Education Units (CEUs) ○ Administrators: up to \$200 and resource books related to SEL; 32 hours of CEUs	Practice-based coaching (PBC) • Who: ○ Coaching: teachers who previously completed the Foundational Trainings ○ On-site training: all staff at site where at least one teacher is receiving coaching • When: January–September 2025 • What: ○ Individual practice-based coaching, which includes goal setting, observation, reflection, and skill building ○ On-site trainings on advanced Pyramid Model content • Format: ○ 1:1 in-person coaching ○ Group on-site trainings • Intended dosage over up to 9 months: ○ Biweekly coaching ○ Four on-site training sessions • Incentives: ○ Up to \$300 ○ \$300 for Lakeshore Learning materials to support SEL ○ 8 hours of CEUs

The **Foundational Training**¹³ aimed to asynchronously teach participating teachers and administrators the basics of the Pyramid Model via two eModule packages, spanning a total of 20 hours. The *Birth to Five Module* package included three eModules: 1) *Building Relationships and Creating Supportive Environments* (nine lessons); 2) *Social Emotional Teaching Strategies* (six lessons); and 3) *Individualized Intervention: Determining the Meaning of Behavior and Developing Appropriate Supports* (six lessons). The second package included one eModule called *Practices to Reduce Suspension and Expulsion* (five lessons).

¹³ In prior Child Trends' reports, this version of PD was called "ePyramid Module training."

In addition, DECAL added virtual professional learning communities (PLCs) to facilitate learning and to build communities of practice around SEL. The two-hour PLCs were held biweekly for three months (six sessions). Two DECAL specialists with expertise in social emotional development and supporting young children with disabilities facilitated each PLC. DECAL also ensured that one of the specialists had expertise in working with young children in the specific age range of the teachers' classrooms (i.e., infants/toddlers, preschool). In the PLCs, the specialists facilitated reflection and discussion on the content in the modules and created opportunities for peer-to-peer learning. DECAL offered PLCs separately for teachers and for administrators to ensure that discussions could be responsive to educators' unique roles and experiences. DECAL's vision is for all early childhood educators in Georgia to participate in Foundational Training for the Pyramid Model.

For **Practice-Based Coaching (PBC)**,¹⁴ DECAL specialists provided on-site, one-on-one coaching to an inaugural cohort of teachers on implementing Pyramid Model practices in the classroom. The primary activities of coaching are observation, action planning, reflective conversation, and skill-building (e.g., role play). The content of the coaching is individualized to teachers' needs and stated goals. DECAL planned for specialists to provide hour-long coaching sessions biweekly for approximately nine months.

The assigned DECAL specialist also provided four on-site trainings for all staff at programs with PBC teachers. PBC teachers were expected to attend, and the trainings were optional for administrators and all other staff at the programs. The training topics were:

- *Building Relationships Through a Supportive Learning Environment*
- *Engaging all Learners Through Essential Classroom Practices*
- *Targeted Emotional Supports to Encourage Friendship Skills & Regulate Emotions*
- *Planning for Individualized Interventions to Support Behavior*

DECAL selected the specialists for this role based on expertise in the Pyramid Model and provided monthly supervision groups with a DECAL supervisor.

Evaluation aims and questions

The present evaluation aimed to describe 1) the implementation of Foundational Training and PBC, and 2) changes in participants' SEL knowledge, mindset, and practices through both types of supports. Thus, the evaluation sought to provide DECAL with information about whether there is added benefit of more in-depth and intensive Pyramid Model PD (PBC) compared with Foundational Training. The questions below guided the present evaluation:

Description of PD provided

Description of Foundational Training provided

- How much Foundational Training did administrators and teachers receive?
- How satisfied were administrators and teachers with Foundational Training?

Description of Practice-Based Coaching (PBC) provided

- How much coaching did teachers receive? How many on-site trainings did teachers and administrators attend?
- What content did teachers and coaches work on together during coaching?

¹⁴ In prior Child Trends' reports, this version of PD was called "intensive training and supports."

- What coaching strategies did coaches use with teachers?
- How satisfied were teachers with the on-site training and coaching?

Changes in PD participants' knowledge, mindsets, and practices

Changes in participants' SEL knowledge and mindsets

- Did participants in each type of Pyramid Model PD (Foundational Training and PBC) report changes in their knowledge or mindsets related to supporting children's social-emotional development?
 - Did changes in knowledge and mindsets depend on how much training and/or coaching they received?

Changes in participants' SEL practices

- Were there changes in use of Pyramid Model practices and exclusionary discipline for participants in each type of Pyramid Model PD (Foundational Training and PBC)?
 - Did changes in practices depend on how much training and/or coaching they received?

Methodology and Data

Participants

Sixty teachers and 23 administrators participated in the Foundational Training, whereas the PBC group included 32 teachers and 13 administrators.¹⁵ DECAL selected 18 programs for the Foundational Training from a waitlist based on expressed interest in a previous round of the training. Administrators¹⁶ from the selected programs were invited to recommend up to 10 teachers to take part in the training. DECAL invited all programs that had previously participated in the Foundational Training and remained in good standing with DECAL licensing compliance to participate in PBC. Program leadership attended an information session to learn more about PBC, and 13 programs agreed to participate. Administrators in each program then recommended up to four teachers to receive coaching. To be eligible for coaching, teachers must have completed the Foundational Training.

The Foundational Training and PBC groups included both lead teachers and assistant teachers. Around half of the teachers in both groups taught in Georgia's Pre-K classrooms, and the others taught infants, toddlers, and/or preschool-aged children (not Georgia's Pre-K). The demographic data we collected was limited to education and experience in the ECE field and revealed that our sample was highly experienced and educated across types of PD (see Table B1 in Appendix B).

For the Foundational Training group, participants were asked to complete a survey at two timepoints; 75 percent of teachers (n = 45) and 78 percent of administrators (n = 18) completed at least one of those surveys. For PBC, there were three timepoints; 84 percent (n = 27) of teachers and 85 percent of administrators (n = 11) completed at least one of the three surveys.

PD and data collection timeline

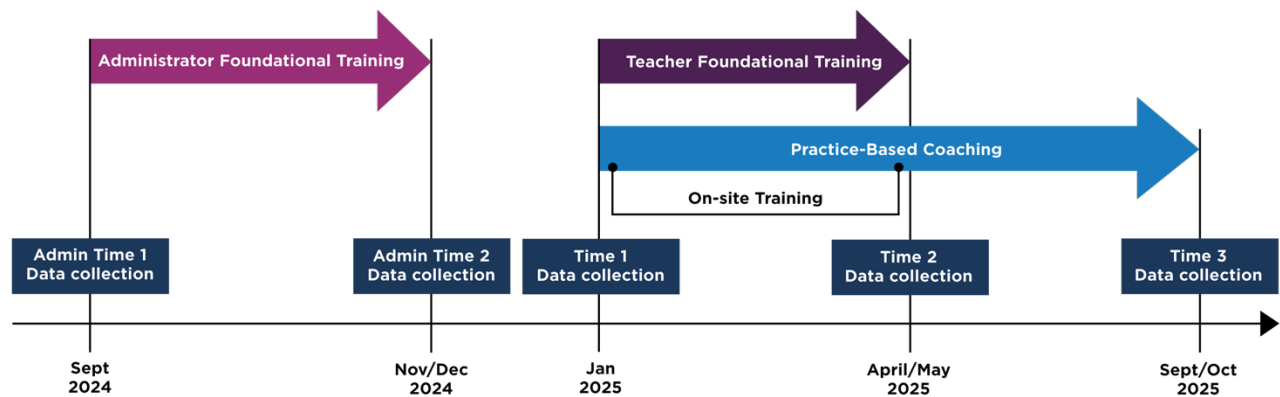
Figure 2 shows the timeline of DECAL's implementation of the Foundational Training and PBC, and when DECAL and the Child Trends team collected evaluation data. Administrators completed the Foundational Training between September and November 2024, whereas teachers completed it between January and April 2025. In contrast, implementation of PBC spanned January through September 2025.¹⁷ This implementation timeline had important implications for the timing of data collection, given that the Foundational Training participants completed all their activities during the 2024-2025 school year. However, PBC participants' activities were split across the 2024-2025 and 2025-2026 school years, with on-site training activities completed in the 2024-2025 school year and coaching occurring over both school years. Thus, we collected data from all participants prior to the start of their PD (Time 1). For the Foundational Training participants, we collected data at the end of their PD (Time 2). Because PBC participants' activities continued into the next school year, we collected their Time 2 data at the end of the 2024-2025 school year, and their Time 3 data in the fall of the 2025-2026 school year.

¹⁵ The administrators in the PBC group did not receive coaching and were not required to participate in on-site trainings. Their data are mainly used in the evaluation to provide additional insights into teacher outcomes and experiences and to report on program-level considerations.

¹⁶ Administrator roles included center directors, assistant directors, and pre-K directors.

¹⁷ DECAL intended that PBC teachers receive coaching through October 2025. However, coaching concluded in September 2025 due to a miscommunication.

Figure 2. Timeline of PD and data collection



Measures

We collected both qualitative and quantitative data from participants. Qualitative data included focus groups with both administrators and teachers. We gathered three main types of quantitative data: survey data from both administrators and teachers; classroom observation data from teachers;¹⁸ and attendance and coaching log data. Table 1 summarizes the type of data collected and when it was collected, followed by brief descriptions of each approach. Detailed information about all the measures used for this report (e.g., number of items, item examples, response scale) can be found in Appendix B.

Table 1. Summary of data collection approach

Data collected	PD Group	Focus	Reporter	Time 1	Time 2	Time 3
Attendance logs	Foundational Training	Teachers and administrators	DECAL specialist	After each PLC		
	PBC	Teachers and administrators	DECAL specialist	After each on-site training		
Coaching logs	PBC	Teachers and DECAL specialists	DECAL specialist	After each visit		
Surveys	Foundational Training	Teachers	Self	✓	✓	
	Foundational Training	Administrators	Self	✓	✓	
	PBC	Teachers	Self	✓	✓	✓
	PBC	Teachers and center	Administrators	✓	✓	✓
Focus groups	Foundational Training	Teachers	Self		✓	
	Foundational Training	Administrators	Self		✓	
	PBC	Teachers	Self		✓	✓
	PBC	Teachers and center	Administrators		✓	✓

¹⁸ All teachers participating in PBC received an observation. For Foundational Training, DECAL intended for all classrooms to be observed, but some were unintentionally omitted.

Data collected	PD Group	Focus	Reporter	Time 1	Time 2	Time 3
Classroom observations ^a	Foundational Training	Teachers	DECAL observer	✓	✓	
	PBC	Teachers	DECAL observer	✓	✓	✓

^aCollected from a subgroup of teachers

Attendance and coaching logs

We obtained logs collected by DECAL specialists documenting the amount of PD participants received. This included attendance logs (PLCs for Foundational Training, on-site trainings for PBC) and coaching logs. We used DECAL specialists' coaching logs to identify the amount of coaching PBC teachers received and the activities that took place during coaching sessions.

Surveys

Participants in both the Foundational Training and PBC groups completed online surveys they received via email through REDCap, a secure data collection and management platform.

Similar to Child Trends' previous evaluations of the Foundational Training, the surveys collected details about participants' demographic and program characteristics. We also used the same measures from our previous evaluations to assess change in knowledge of SEL (Social Emotional Development Inventory; SEDI), self-efficacy (Teacher Opinion Survey; TOS¹⁹), perceptions of challenging behaviors in the classroom (Preschool Expulsion Risk Measure; PERM²⁰), classroom practices related to SEL (Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care;²¹ PM practices), instances of exclusionary discipline, and perceptions of and satisfaction with their Pyramid Model PD experience.

For the Foundational Training group, we again collected data on the number of eModules completed and PLCs attended. PBC participants answered questions about the amount of coaching they received and the number of on-site trainings they attended, the content of coaching sessions, and strategies used by their coach. To learn which coaching strategies were used, we adapted items from the Coaching Practices Rating Scale.²² Participants in both groups received a \$20 gift card upon completion of each survey.

Table 2 presents a high-level summary of the measures used in the surveys; see Appendix B for more details.

Table 2. Measures used in surveys

Construct	Measures	Number of items
Social and emotional knowledge	Social Emotional Development Inventory (SEDI)	9
Self-efficacy	Teacher Opinion Survey (TOS)	12
Perceptions of challenging behaviors in the classroom	Preschool Expulsion Risk Measure (PERM)	12

¹⁹ Geller, S., & Lynch, K. (1999). *Teacher opinion survey*. Virginia Commonwealth University Intellectual Property Foundation and Wingspan, LLC.

²⁰ Gilliam, W. S., & Reyes, C. R. (2018). Teacher decision factors that lead to preschool expulsion. *Infants & Young Children*, 31(2), 93-108. doi: 10.1097/IYC.0000000000000113

²¹ The Pyramid Model Consortium. (2022). *Checklist of early childhood practices that support social emotional development and trauma-informed care*. <https://www.challengingbehavior.org/document/checklist-of-early-childhood-practices-that-support-social-emotional-development-and-trauma-informed-care/>

²² Rush, D. D., & Shelden, M. L. L. (2020). *The early childhood coaching handbook*. Paul H. Brookes Publishing Co.

Construct	Measures	Number of items
Classroom practices related to SEL	Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care; Pyramid Model Practices	42
Instances of exclusionary discipline	Researcher-developed items	6
Perceptions of and satisfaction with Pyramid Model PD	Researcher-developed items	variable based on role and PD type
Coaching strategies	Coaching Practices Rating Scale	12

Focus groups

We invited all administrators and teachers to participate in focus groups which aimed to better understand participants' experiences with the PD and any recommendations they had for improvements. We conducted one-hour focus groups using Microsoft Teams. For the Foundational Training group, we conducted three focus groups with teachers (n = 12, 20%) and two focus groups with administrators (n=11, 48%) at Time 2.²³ For those in the PBC group, we conducted two rounds of interviews at Time 2 and Time 3. At Time 2, we held three focus groups with teachers (n = 7 teachers, 22%) and one focus group with administrators (n = 5, 38%). At Time 3, we held five focus groups with teachers (n = 11, 34%) and one focus group with administrators (n = 4, 31%).

The focus group questions were similar to the ones asked in focus groups during our previous evaluations. For both the Foundational Training and PBC groups, the focus group protocols asked what participants learned from the PD, what changes they had noticed to their classroom or program as a result of the PD, what challenges they experienced, and their perceptions of the PD overall. The PBC protocol also had questions about participants' perceptions of their coach and which coaching strategies were helpful. Participants received a \$40 gift card after taking part in each focus group.

Classroom observations

DECAL specialists conducted observations of teachers' classroom practices using the Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) for preschool classrooms and the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) for infant and toddler classrooms. These tools were created by the Pyramid Model developers to assess the extent to which teachers implement practices related to each component of the Pyramid Model in their classrooms. Specialists did not observe classrooms where they served as the teacher's PBC coach.

We used the Pyramid Model Teaching Practices and the Red Flags subscales of the TPOT and TPITOS in our analysis (Table 3). The Teaching Practices subscale assesses whether a teacher is using Pyramid Model strategies in the classrooms across multiple key practice items. Each domain has a series of indicators (e.g., "Teacher provides opportunities for communication and building relationships") which the observer marked as "observed" or "not observed," with some items being marked as "N/A" if there was no opportunity for the practice or behavior. The score for the domain was the percentage of practices that were observed out of the number of possible practices for that domain. To calculate the overall teaching practices score, we averaged across the domain scores, with the overall score representing the average percentage of practices observed for each domain. The Red Flag subscale represents behaviors that are not consistent with the Pyramid Model practices, such as reprimanding children for expressing their emotions or lack of teacher

²³ For administrators in foundational training, we held focus groups at the conclusion of their training at Admin Time 2.

engagement with children. These practices may indicate issues related to teacher training and support, or program policies and procedures. The observer indicated “yes” or “no” for each item and we calculated the percentage of “yes” responses out of the Red Flags assessed by the tools (11 items on the TPITOS, 17 items on the TPOT).

Table 3. Observation measures

Construct	Measures	Number of items
Pyramid Model practices (preschool/pre-K classrooms)	Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)	Teaching Practices: 114 items across 14 domains Red Flags: 17 items
Pyramid Model practices (infant/toddler classrooms)	Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)	Teaching Practices: 79 items across 13 domains Red Flags: 11 items

Data analysis plan

The purpose of this evaluation was to compare the experiences of Foundational Training and PBC participants. Using our mixed methods data, our analysis plan aimed to: 1) describe the PD participants received in each group, and 2) examine changes in SEL knowledge, mindsets, and practices for each group resulting from PD participation.

Our analyses describing the PD each group received are based on data spanning the full duration of each group’s implementation timeline. For the Foundational Training group, this includes survey and observation data collected at Time 1 and Time 2, focus group data at Time 2, and attendance data collected between these time points. For the PBC group, this includes survey and observation data at Times 1, 2, and 3; focus group data at Time 3, and attendance and coaching log data collected between Times 1 and 3.

The different PD implementation timelines for each group have implications for the analysis plan to examine changes resulting from PD participation, given that the Foundational Training group completed PD in the 2024-2025 school year and the PBC group’s PD spanned two school years (i.e., 2024-2025 and 2025-2026). To make the best comparison possible between the two groups, we limited our analyses comparing changes in knowledge, mindsets, and practices to data collected at Time 1 and Time 2. This strategy allowed us to compare the two PD groups over the course of the same span of time (three months), and ensured that this comparison focused on teachers’ experiences with the same class of children given these data were collected in the same school year (2024-2025). The PBC group’s Time 3 data reflect teachers’ experiences with a new—and different—group of children from a different school year (2025-2026). Thus, these analyses primarily focus on survey, observation, focus group, attendance, and coaching log data collected at and between Times 1 and 2, though we also include focus group data from Time 3 for the PBC group for illustrative purposes. Because it is still important to know the outcomes of PBC over the full course of participation, we present analyses examining these changes from Times 1, 2, and 3 in Appendix C.

Quantitative analyses

Descriptive analyses

We calculated descriptive statistics such as frequencies, means, standard deviations, and ranges to summarize information from multiple sources to answer our evaluation questions. Specifically, we used these analyses with the coaching and attendance logs to learn about the amount of PD provided. We also

used descriptive statistics with survey data to learn how participants rated their experiences with PD and to summarize the content and strategies used within coaching (for PBC participants).

Change over time analyses

To measure change over time, we needed matched data from the same participants across time points. We used multiple imputation (MI) to impute missing data, when appropriate. To be included in each sample, at least one data point must have been completed (e.g., to be included in the observation data imputation and analysis, at least one observation must be completed). Additional information about the process for MI is available upon request. See Table 4 for our analytic sample size after we conducted MI.

Table 4. Analytic sample size

Sample for analysis	Foundational Training		Practice-Based Coaching	
	Teachers	Administrators	Teachers	Administrators
Surveys	45	22	22	11
Observations	28	-	31	-

We conducted a series of linear mixed models (LMMs) for each outcome and for each PD type (Foundational Training and PBC) separately. The outcomes included the SEDI, TOS, PM practices, PERM, exclusionary discipline, TPOT/TPITOS Teaching Practices subscale score and TPOT/TPITOS Red Flags. We examined which outcomes changed significantly over time for each PD type. Additionally, we explored whether changes in outcomes depended on the amount of PD received.

Qualitative analyses

We developed an a priori coding scheme based on the focus group protocols, which two team members then used to code each set of focus group notes in Dedoose, a qualitative coding software. We exported the codes and associated excerpts to Excel, and one team member grouped codes into higher-order themes. Another coder then reviewed these groupings, and the team developed final themes.

We quantified our focus group findings based on the number of focus group participants who made a comment aligned with a particular theme (see Table 5)

Table 5. Descriptors for focus group participant analyses

Group	A few	Some	Many	Most	All
Foundational Training	2-3	4-8	9-11	12+	16
PBC	2-3	4-6	7-10	11+	15

Findings

The findings are presented in two main sections to align with the evaluation questions: description of PD provided and changes in knowledge, mindsets, and practices after Pyramid Model PD. We present findings for the Foundational Training and the Practice-Based Coaching cohorts separately within each section.

Description of PD provided

Main takeaways:

Foundational Training

- Most participants (77%) completed both eModule packages; participation in the PLCs was more variable, with the average participant attending about five of the six sessions.
- About half of participants completed both eModule packages and attended all six PLC sessions.
- Participants reported high satisfaction overall, including feeling that the content was relevant.

Practice-based Coaching

- Teachers received 10 coaching sessions, lasting one hour each, on average.
- Most teachers attended all four on-site training sessions.
- In coaching sessions, coaches tended to do the expected activities for each type of visit with teachers (e.g., initial visit, action planning visit, and coaching visit), but not always.
- Teachers' satisfaction with coaching was high. They reported that goal setting, observation, feedback, and hands-on support were some of the most useful coaching activities.
- Teachers described coaches as nonjudgmental, helpful, flexible, and reassuring.

Foundational training

How much training did administrators and teachers receive?

The Foundational Training included two asynchronous eModule packages and six peer learning community (PLC) sessions. Just under half of all participants (49%, $n = 36$) fully completed the Foundational Training by finishing both eModule packages and attending all six PLC sessions.

Participation in the eModules was relatively high, with 77 percent of participants completing both eModule packages. Engagement in the PLC sessions was more variable. While 49 percent of participants attended all six sessions, the average attendance was around five out of six sessions (mean = 4.8, or 80%), suggesting that most participants attended most PLC sessions.

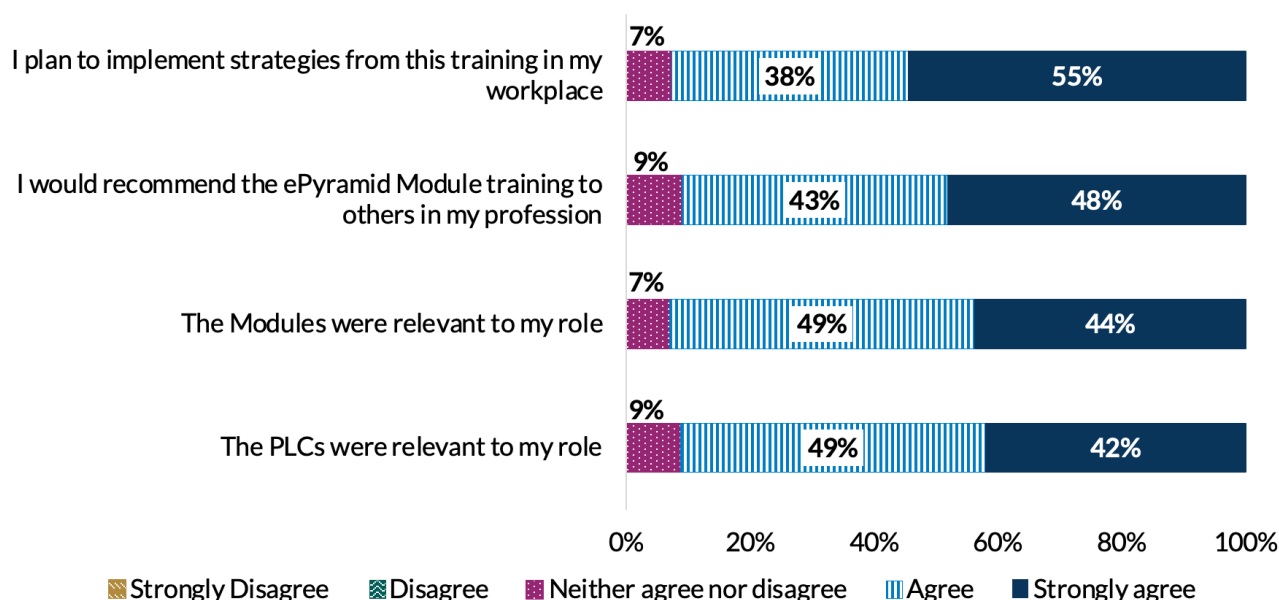
Nine teachers did not complete either eModule package but still engaged in the Foundational Training by attending at least one PLC session.

How satisfied were administrators and teachers with the Foundational Training?

Overall, teachers and administrators reported high satisfaction with the Foundational Training on the post-training survey (Time 2). The average rating across ten satisfaction items was 4.3 out of 5, where *strongly disagree* is 1 and *strongly agree* is 5.

Ratings were consistently high across individual satisfaction items. Figure 3 displays ratings for some of the items. For example, 91 percent of participants agreed or strongly agreed that they would recommend the Foundational Training to others and 93 percent agreed or strongly agreed that they planned to implement strategies from the Foundational Training in their workplace.

Figure 3. Teachers and administrators were satisfied with the Foundational Training



Source: Teacher and administrator survey data (Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: Ns range from 55 to 57.

Practice-based coaching

How much coaching did teachers receive? How many on-site trainings did teachers and administrators attend?

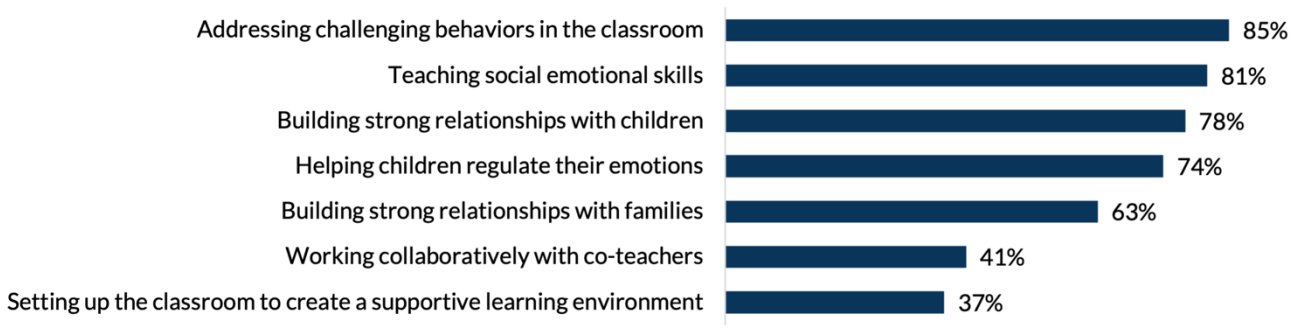
DECAL designed coaching to occur twice per month over a seven- to nine-month period, for a total of approximately 14 to 18 coaching sessions per teacher. In practice, the number of coaching sessions varied each month due to scheduling issues. Overall, teachers received an average of around 10 coaching sessions (mean = 9.9, range = 4 to 17) over the seven- to nine-month period. Georgia's Pre-K teachers had fewer opportunities to receive coaching than non-Georgia's Pre-K preschool and infant/toddler teachers because Georgia's Pre-K programs did not operate during the summer months. Participating Georgia's Pre-K teachers received an average of 8 coaching sessions (mean = 8.1, range = 4 to 12 sessions), compared to an average of around eleven sessions for teachers not part of Georgia's Pre-K (mean = 11.3, range = 4 to 17 sessions). On average, each coaching session lasted about an hour (mean = 64.2 minutes).

Participation in the on-site training sessions among teachers was high, with 84 percent attending all four sessions. Administrators were not required to attend the on-site trainings and attended about two sessions on average (mean = 2.2).

What content did teachers and coaches work on together during coaching?

Teachers reported the content they worked on with coaches through a multiple-choice item on both the Time 2 and Time 3 surveys. Figure 4 shows the percentage of teachers who selected each topic at either timepoint. Overall, the coaching content closely aligned with the goals of the Pyramid Model. The most commonly reported topic was addressing challenging behaviors, followed closely by teaching social emotional skills and building strong relationships with children.

Figure 4. Content that teachers and coaches worked on together during coaching

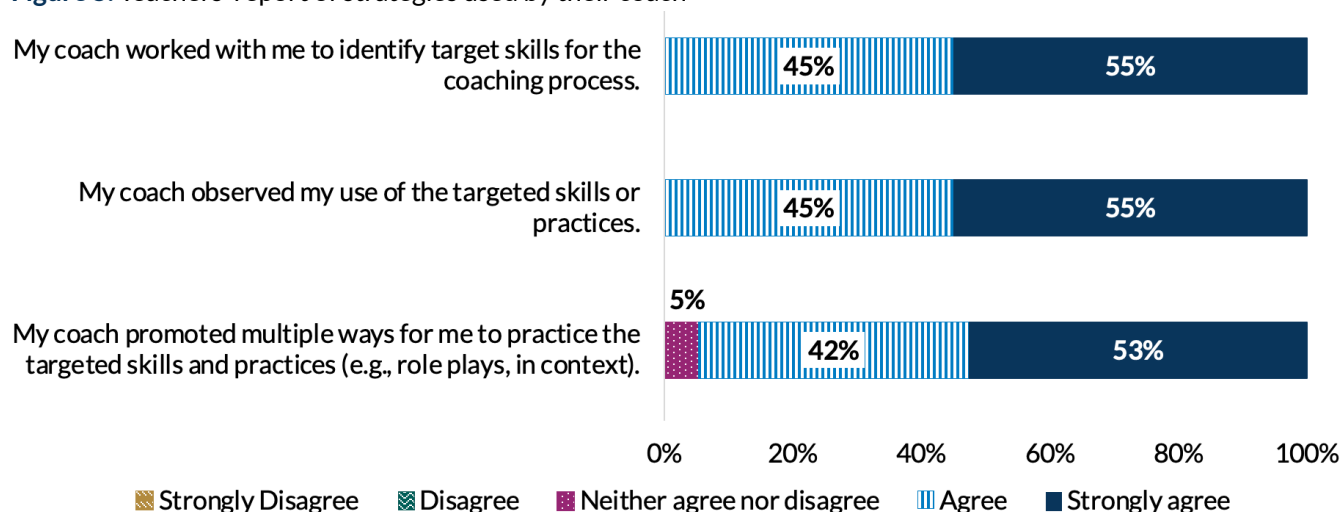


Source: Teacher survey data (Time 2 and Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.
Note: N = 27.

What coaching strategies did coaches use with teachers?

On the 12 items adapted from the Coaching Practices Rating Scale, teachers rated their agreement with statements about their coach’s strategies from *strongly disagree* (1) to *strongly agree* (5). In general, teachers agreed that coaches used strategies consistent with effective coaching (mean = 4.4 across all items). For example, 100 percent agreed or strongly agreed that coaches worked with them to identify target skills and observed their use of targeted skills or practices. Figure 5 shows teachers’ ratings of some of the strategies.

Figure 5. Teachers' report of strategies used by their coach

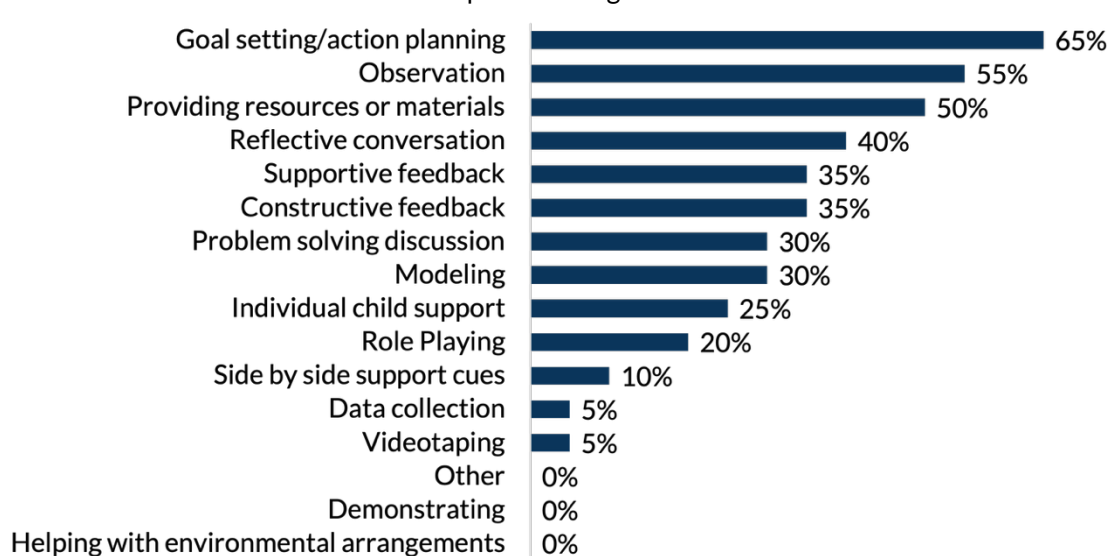


Source: Teacher survey data (Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N ranges from 19 to 20.

On the Time 3 survey, one item asked teachers to select the five most helpful coaching activities from a list of options. Figure 6 shows how often each activity was selected. The coaching activities most likely to be selected were goal setting and action planning, observation, providing resources or materials, and reflective conversation. Because coaches did not necessarily use every activity with each teacher, lower-rated activities may reflect those that were used less frequently, perceived as less helpful, or both.

Figure 6. Teachers' selections of the most helpful coaching activities



Source: Teacher survey data (Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 20.

According to coaching logs, coaches generally adhered closely to the expected activities for each type of visit with teachers (e.g., initial visit, action planning visit, and coaching visit). On average, coaches adhered to the specific steps across visit types 82 percent of the time. However, adherence varied widely across the 13

coaches, ranging from 43 percent to 97 percent. This variation may mean that some coaches followed the expected steps more closely than others, that some completed the checklists more thoroughly, or both.

In focus groups, teachers provided insights into the coaching process. They gave examples of how coaches would conduct observation of their classrooms and then engage them in reflective conversation and goal setting. Less frequently, they also made references to coaches modeling skills for them.

When I didn't know exactly what she was talking about when she was making a suggestion, she did model it for me, and it kind of showed me the behavior I should expect and how I can redirect unwanted behaviors. I appreciated her literally getting on the floor and showing me how to redirect a situation that may be occurring.

Some teachers' examples connected the activities of coaching (e.g., goal setting) to positive changes that they were able to make in the classroom. They also described how coaches helped them troubleshoot new strategies until the teacher felt that they were having the intended effect.

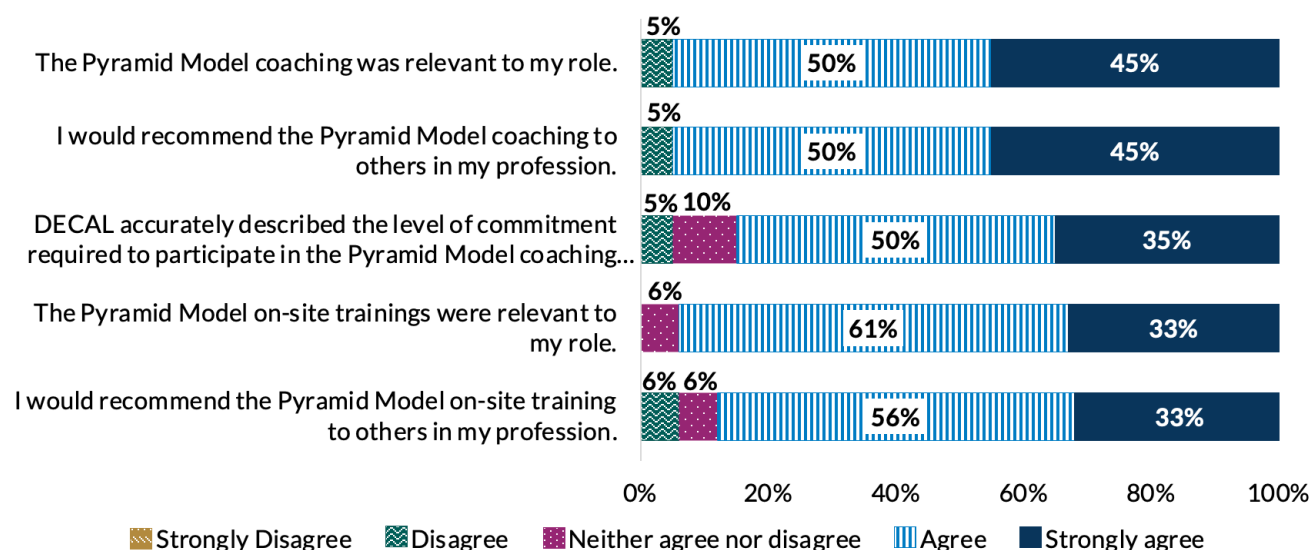
For me I think it definitely supported in being able to not only have things verbally explained but in modeling; to kind of show me if it wasn't something that I could quite picture exactly how to do. Having [my coach] show me and then having her follow up because there were some things that worked great the first time, there were some things we had to make tweaks to, so having her follow up and talk to me about those and us kind of rethink the stuff that wasn't working with how we can make the changes so it definitely made it more beneficial.

A few teachers indicated that a more hands on approach would have been helpful, including ensuring that coaches provide feedback after each observation.

How satisfied were teachers with the coaching and on-site training?

Teachers reported high satisfaction with the coaching and on-site trainings overall. Of the ten satisfaction items, the average score was 4.1 on a 5-point scale (where *strongly disagree* = 1 and *strongly agree* = 5). See Figure 7 for teacher ratings of some of the satisfaction items. Almost all teachers agreed or strongly agreed that the coaching and on-site training was relevant (95% and 94%, respectively), and that they would recommend them to others (95% and 90%, respectively). Most teachers (85%) agreed or strongly agreed that DECAL accurately described the level of commitment needed to participate in coaching.

Figure 7. Teachers were satisfied with PBC and on-site trainings

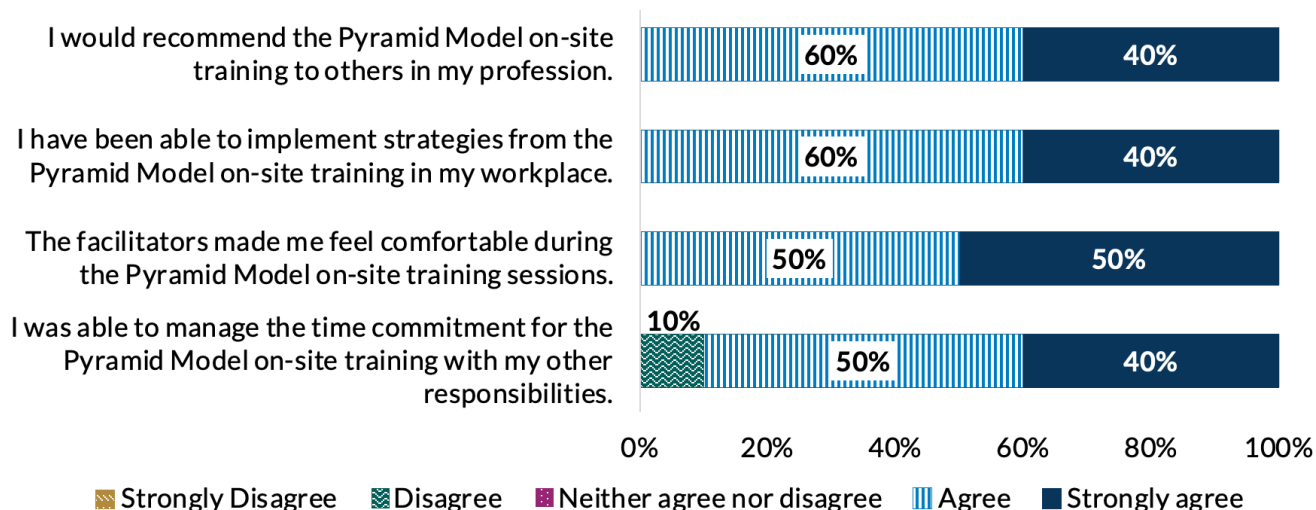


Source: Teacher survey data (Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N ranges from 18 to 20.

Although administrators only attended two on-site trainings on average, they were highly satisfied with the trainings, giving them an average rating of 4.3 overall. All administrators who responded to the survey would recommend the on-site trainings and have been able to implement Pyramid Model strategies from the training in their programs. Most administrators (90%) agreed or strongly agreed that they were able to manage the time commitment for the on-site trainings, and all were satisfied with their facilitators' abilities to make them feel comfortable during the sessions (see Figure 8).

Figure 8. Administrators were satisfied with the on-site trainings



Source: Administrator survey data (Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 10.

In focus groups, most teachers and administrators shared positive impressions of coaching and on-site trainings. To summarize teachers' feedback about PBC, one administrator said: "Mine loved it. And they actually asked me if she could come back," and shared that "I think it made them stronger." Importantly, even

seasoned teachers found PBC to be beneficial: “I still recommend it and I’m in my 20th year of teaching, and I still learned, I got a lot of good ideas from my coach to think outside the box on certain things.”

Teachers viewed their coaches positively. On the surveys, teachers rated coaches highly for being nonjudgemental and constructive during coaching conversations (mean = 4.6 on a five-point scale where strongly agree = 5). In focus groups, teachers described what they appreciated about their coaches. Most teachers regarded their coaches highly, mentioning that they had good ideas and helpful suggestions that were considered “very doable.” They appreciated interpersonal aspects of the coaching, including when coaches provided support, addressed misconceptions, and were “very validating.” On a more practical note, teachers appreciated when coaches were flexible with the timing of their visits and when they engaged in regular communication between visits. Those with particularly positive reviews of coaching tended to attribute it to having an excellent coach. One teacher summarized the interpersonal and practical features of a positive coaching relationship as follows:

I have high praise for [my coach]. She made the whole process super easy and very understandable. As a newer teacher, I was terrified of the TPOT. I was nervous that I wasn't going to do very good on the very first one. And then she just made the process super easy and she streamlined everything and was able to break things down and we had full discussions. So I knew what was expected of me on each visit. And then she had constant communication the entire time, like during the two weeks where she wouldn't come to me and if she would come the next week, she would follow up and see if I needed anything or see how it was going or if I needed any other support. I mean, it was very hands-on and she was there the entire time. It was amazing.

In contrast, a few teachers mentioned challenges with the coaching process that affected their experience. These included lack of clarity about the expectations for coaching at the beginning; unexpected coach transitions; and mismatch of coaches’ expertise with the needs of the classroom.

Changes in knowledge, mindsets, and practices

As explained on p. 12, our analyses comparing the Foundational Training to PBC focused on data from Time 1 (before PD for both groups) and Time 2 (end of PD for the Foundational Training group, middle of PD for PBC group). See Appendix C for changes over the full time period for the PBC group (Time 1 to Time 3).

SEL knowledge and mindsets

Main takeaways:

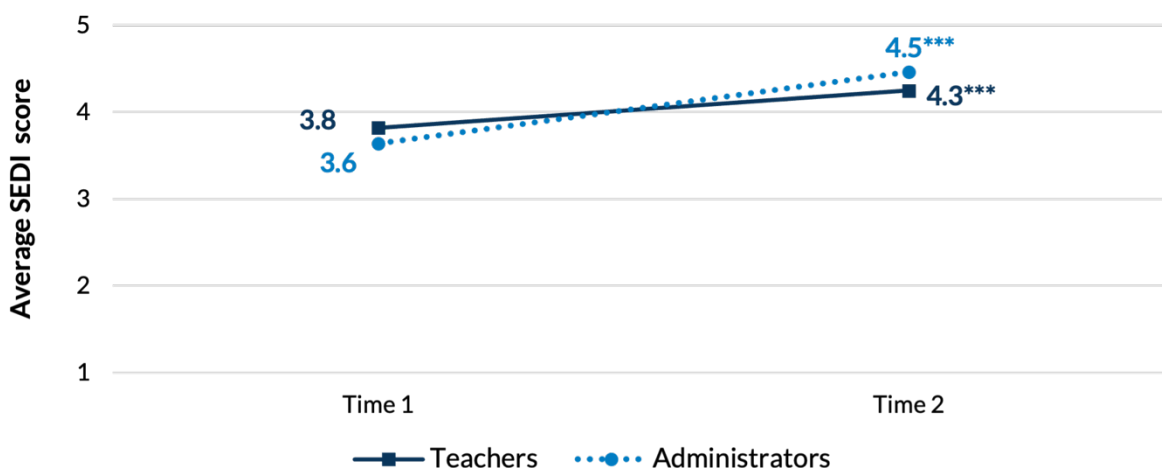
- Participants in both types of PD learned about social-emotional development.
 - For the Foundational Training group (and not the PBC group), more participation was linked with more growth in knowledge.
- Teachers in PBC, but not the Foundational Training, reported more confidence with supporting children with challenging behavior at the end of the school year compared to the start of the school year.
- Neither group showed significant shifts in how they perceive challenging behavior.
- The Foundational Training participants emphasized developing more child-centered perspectives and cultivating self-awareness. PBC participants described changes in their classroom practices.

Foundational Training

Did participants in the Foundational Training report changes in their knowledge or mindsets related to supporting children's social-emotional development?

There was a **significant increase in how teachers and administrators rated their own knowledge of ways to support social-emotional development** (Figure 9).

Figure 9. Average change in SEL knowledge for participants in Foundational Training



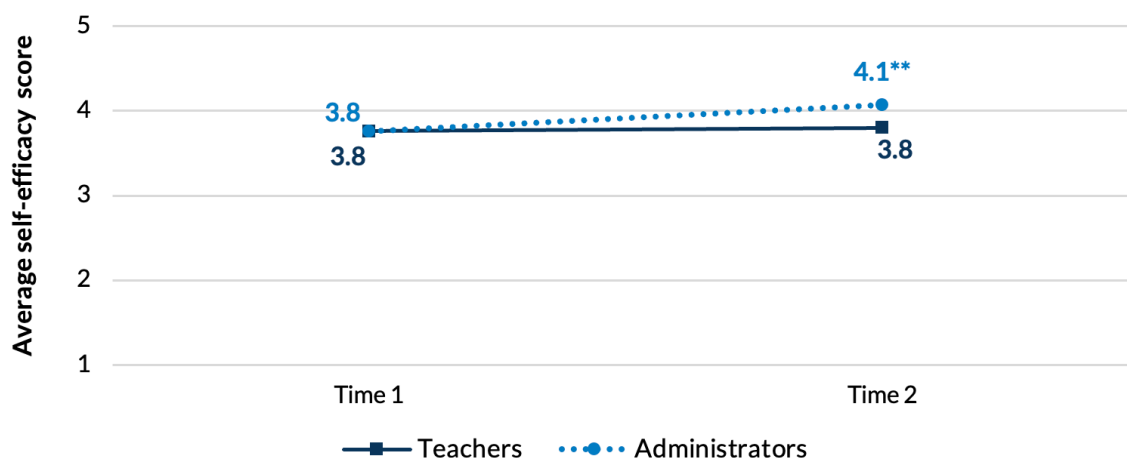
Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: SEDI stands for Social Emotional Development Inventory

Note: N = 45 for teachers, N = 22 for administrators. *** $p < 0.001$.

Participants also reported on their self-efficacy; in other words, how confident they felt supporting the children in their care, particularly those with challenging behaviors, using the TOS. Teachers did not show a significant increase in self-efficacy, but administrators did (see Figure 10).

Figure 10. Average change in self-efficacy for participants in the Foundational Training



Source: Teacher and administrator survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.
Note: N = 45 for teachers, N = 22 for administrators. ** $p < 0.01$.

Additionally, participants rated their perceptions of challenging child behavior, including how stressful it is and how they feel it affects the class as a whole, using the PERM. Neither teachers nor administrators showed a significant change in these perceptions from Time 1 to Time 2.

Focus groups provided another opportunity for teachers and administrators who participated in the Foundational Training to share about changes in their knowledge and mindsets. They described shifts such as:

- Being more flexible managing situations with children, and not using the same response each time
- Anticipating children's needs and planning ahead to meet them, especially in situations where children often demonstrate challenging behaviors
- Reflecting more on how their actions are affecting children
- Noticing their “hot button” issues in interacting with children and knowing when they need to give themselves time to self-regulate
- Exploring how they may react to children and families from different cultural backgrounds

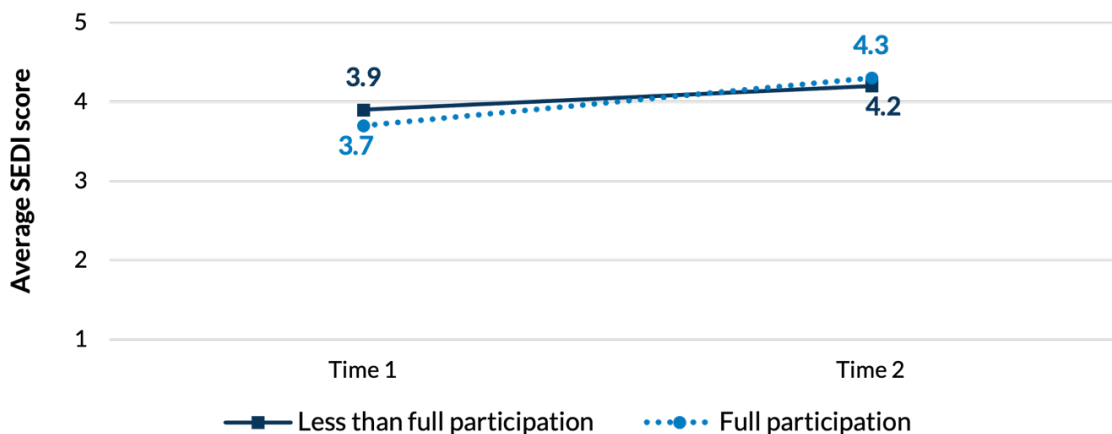
Some focus group participants also noted they became more open to reflecting on the underlying reasons for children's challenging behaviors. They described thinking about how challenging behaviors may reflect stressors children may be experiencing outside of the classroom, and potential developmental differences.

Did changes in knowledge and mindsets depend on how much Foundational Training teachers and administrators received?

Because not all teachers and administrators participated fully in the Foundational Training, we examined whether changes in participants' self-reported knowledge and mindsets might depend on how much they participated in the eModules and PLCs.

For changes in knowledge, we did see a pattern where changes depended on participation for teachers.²⁴ **Teachers who participated in all of the Foundational Training showed larger improvements in knowledge** from Time 1 to Time 2 compared to teachers with less participation (Figure 11). However, changes in mindset about child behavior did not depend on how much of the Foundational Training teachers received.

Figure 11. SEL knowledge increased more for teachers who fully participated in Foundational Training



Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

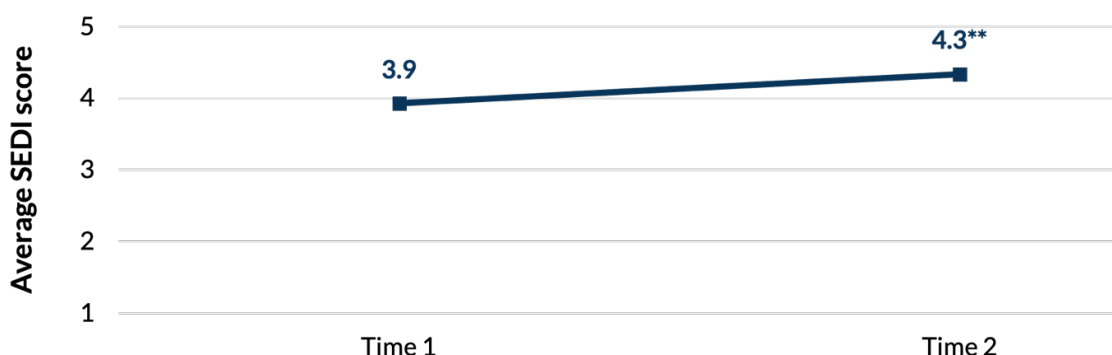
Note: N = 24, less than full participation; N = 21, full participation. Significant timepoints x dosage interaction on SEDI score ($p \leq 0.01$).

Practice-Based Coaching

Did participants in Practice-Based Coaching report changes²⁵ in their knowledge or mindsets related to supporting children's social-emotional development?

As in Foundational Training, **teachers in PBC showed a significant increase in SEL knowledge**, as measured by the SEDI (Figure 12). Unlike Foundational Training, their **confidence in supporting children, particularly those with challenging behavior, as measured by the TOS, increased significantly** (Figure 13). There were no significant changes in their perceptions of challenging child behavior as measured by the PERM.

Figure 12. Average change in SEL knowledge for teachers receiving PBC



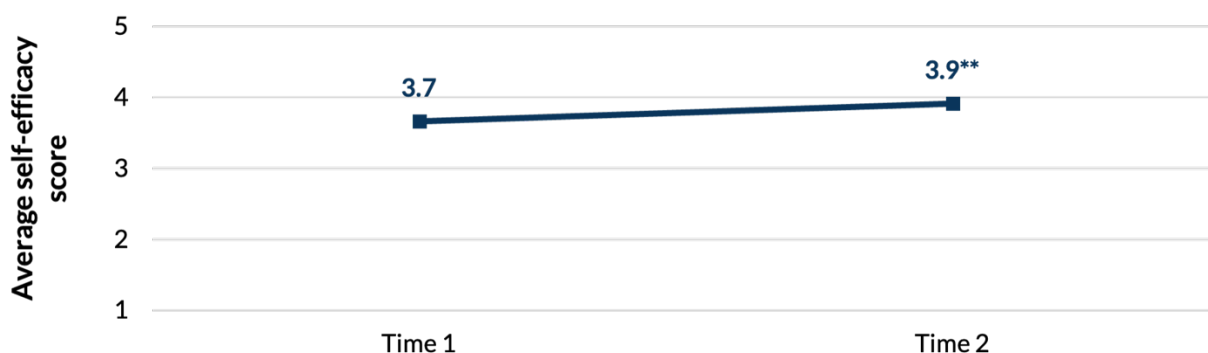
Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. ** $p \leq 0.01$.

²⁴ We did not analyze administrator data in this way due to limited sample size.

²⁵ There were approximately three months between Time 1 and Time 2. See Appendix C for changes for the full time span of coaching.

Figure 13. Average change in self-efficacy for teachers receiving PBC



Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. ** $p < 0.01$.

Administrators' primary role in the PBC evaluation was to report on programmatic changes and perceptions of teachers' outcomes, rather than self-report on outcomes. Administrators were not considered participants in PBC because they did not receive coaching and were not required to attend the on-site trainings, attending two sessions on average. Nevertheless, they were invited to self-report on their own SEL knowledge and mindsets, and as anticipated, they did not show significant changes.

In contrast to Foundational Training participants, PBC teachers in the focus groups did not emphasize changes to their knowledge or mindsets. However, two administrators described noticing a mindset shift in some teachers at their center, and that teachers became more open to trying new strategies.

Did changes in knowledge and mindsets depend on how much coaching teachers received?

Despite variability how many coaching sessions teachers had, changes in teachers' SEL knowledge and mindsets did not depend on their number of coaching sessions.

SEL practices

Main takeaway:

- Teachers' use of Pyramid Model practices improved significantly for the PBC group but not the Foundational Training group.

Foundational Training

Were there changes in Foundational Training participants' use of Pyramid Model practices and exclusionary discipline?

For teachers in the Foundational Training, there **was no significant change in their observed use of Pyramid Model practices or Red Flags** in the classroom. Importantly, teachers' use of Pyramid Model practices was strong prior to starting the PD. Teachers' average TPOT/TPITOS teaching practices score was 73 percent

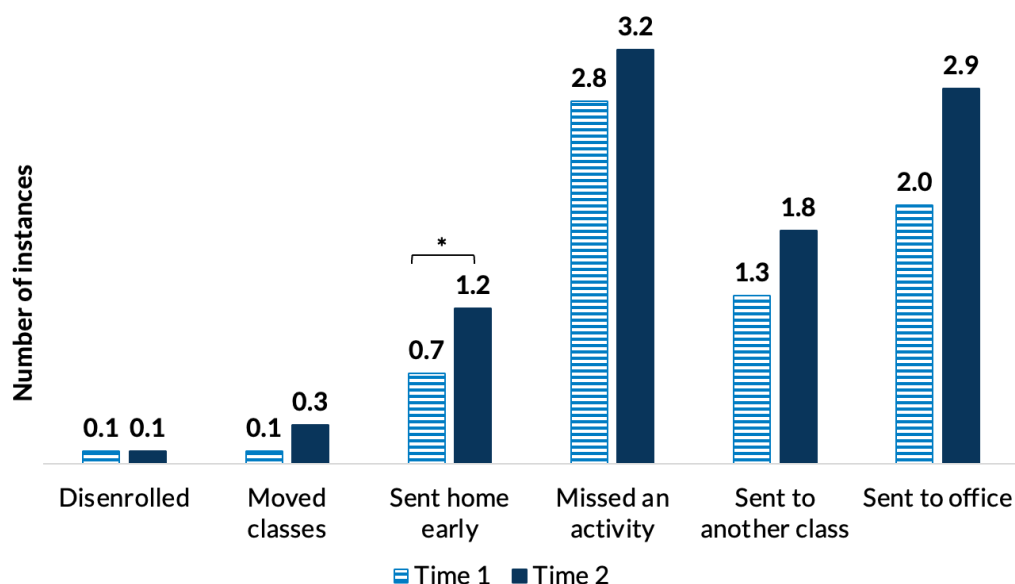
before training and 76 percent after training. Red Flags were rare before training began. On average, observers only indicated that 4 percent of the Red Flags were seen. That value stayed low at Time 2 (5%).

Likewise, there were no significant changes in teachers' self-reported use of five types of Pyramid Model practices including creating nurturing, responsive relationships and facilitating calm, predictable transitions. Teachers' reports of using Pyramid Model practices were high prior to starting the PD, averaging over 4.3 on a scale from 1-5 for each practice area, except interacting with families which was slightly lower than 4 (mean = 3.9) and remained high at Time 2, with all practices averaging above 4.1. When initial scores are high, it is harder to find significant improvements.

Further, instances of exclusionary discipline (e.g., disenrollment, in-school and out-of-school suspension) were rare before and after participation in Foundational Training. Figure 14 shows the average number of times teachers used six different types of exclusionary discipline in the three months prior to data collection. For example, Figure 14 shows that, on average, teachers sent a child to the office twice during the three months prior to the start of Foundational Training. Because the figure shows the number of *instances*, it may be the same child or different children experiencing exclusion.

Of the six types of exclusionary discipline, there were slight increases in the number of incidents in all but one of them from Time 1 to Time 2. One of these increases was significant; there was a significant, albeit small, increase in instances of teachers sending children home early. Because the Pyramid Model is intended to increase the use of positive behavior supports and reduce the perceived need for exclusionary discipline, the increases were unexpected. However, this result is unlikely to indicate a broader pattern of increasing exclusionary discipline. Overall, the increases were very small, and the overall rate of exclusionary discipline remained low. For example, the significant increase in children sent home early reflects (on average across teachers) less than one occurrence in the three months before Time 1 and slightly over one occurrence on average in the three months before Time 2.

Figure 14. Foundational Training teachers' average use of exclusionary discipline practices over time



Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N ranges from 36 to 37. * $p < 0.05$.

In the focus groups (n= 16 teachers and administrators), roughly half described using new strategies or concepts that they learned from the modules to support SEL and address challenging behaviors. A few described changing their SEL practices in general terms, whereas a few others mentioned specific strategies,

such as supporting children during transitions, writing developmentally appropriate class rules, and teaching friendship skills. Interestingly, some did not share concrete strategies, but they described appreciating having more strategies that they could use in the future, “if not now then definitely later.”

In addition, some teachers and administrators described being more intentional in how they engage with families. They mentioned paying more attention to building positive relationships with families in general, and working as a team with families to support children with challenging behaviors

About half of the administrators noted that the Foundational Training showed them how to support teachers, including helping them to implement strategies and engage with families.

Did changes in practices depend on how much Foundational Training participants received?

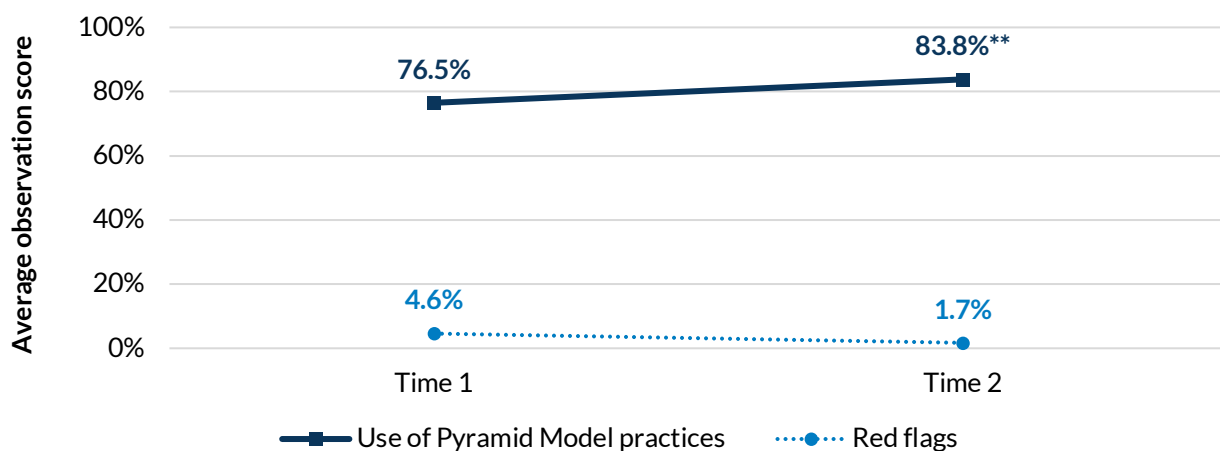
Changes in teachers’ observed and reported Pyramid Model practices and use of exclusionary discipline did not depend on how much they participated in the Foundational Training.

Practice-Based Coaching

Were there changes²⁶ in Practice-Based Coaching participants’ use of Pyramid Model practices and exclusionary discipline?

There was a significant improvement in teachers’ observed use of Pyramid Model practices (TPOT/TPITOS) from Time 1 to Time 2 (see Figure 15). Observed Red Flags declined, but the effect was not statistically significant. Importantly, use of Pyramid Model practices was already strong prior to starting PBC (76.5%) and Red Flags were already rare (4.6%).

Figure 15. Improvement in teachers’ observed use of Pyramid Model practices



Source: Teacher observation data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

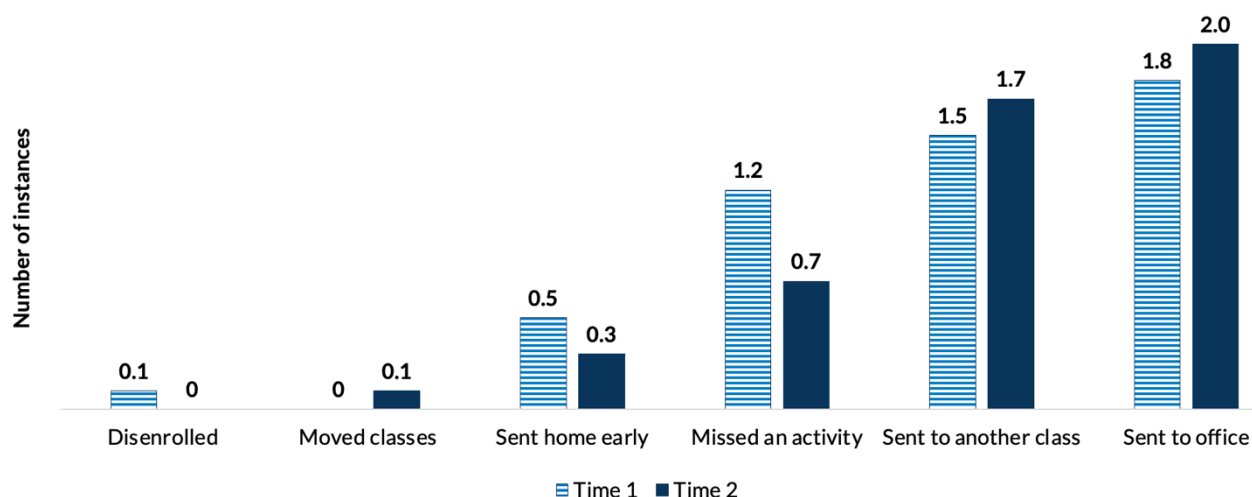
Note: N = 22. ** p<=0.01

²⁶ There were approximately three months between Time 1 and Time 2. See Appendix C for changes for the full time span of coaching.

Similar to the Foundational Training group, there were no significant changes in PBC teachers' self-reported use of Pyramid Model practices. PBC teachers also reported high initial scores for all five types of practices, averaging over 4 on a scale from 1-5. These scores remained high at Time 2, averaging at 4 and above. Although self-reported use of Pyramid Model practices did not significantly increase, the vast majority of teachers reported that they had implemented strategies that they learned during PBC (94.4% agreed or strongly agreed).

There were also no significant changes in the average number of incidents of exclusionary discipline per teacher. Again, these were already rarely used before teachers started PBC. Figure 16 shows the average number of incidents per teacher in the three months prior to Time 1 and Time 2. Because the figure shows the number of *instances*, it may be the same child or different children experiencing exclusion.

Figure 16. PBC teachers' average use of exclusionary discipline practices over time



Source: Teacher survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 18 for Time 1 and N = 22 for Time 2.

In focus groups, many PBC teachers gave examples of implementing specific Pyramid Model strategies. Examples included visual schedules and use of specific Pyramid Model materials designed to support SEL (e.g., Tucker the Turtle, and Superfriend cape). Teachers also described greater attention to increasing the ratio of positive to negative comments in their interactions with children. As one teacher noted,

That was one of the first things I actually did with [my coach] last year was the five positives to one negative. So I did that kind of similar thing and it really just does make you realize like how many times you're like correcting as opposed to like praising or saying anything. So I think that that has stuck with me, even though like sometimes there are those kids that you have to constantly be like "you cannot climb on the table." And you realize like then you need to make sure to keep saying positive things as well.

There were also several anecdotes describing how a teacher designed individualized supports for children with challenging behavior or developmental differences; they generally noted a positive impact on the child.

Overall, teachers often connected the changes in their practices to coaching, specifying how coaching helped them implement new things. They generally reported liking the coach's ideas and felt that the activities of coaching (e.g., goal setting, reflective conversations) helped them make progress.

Many teachers and administrators described how PBC participation had positive benefits more broadly in their program. Some noticed that the Pyramid Model strategies used by PBC teachers were then adopted by their

colleagues who did not receive coaching. In other words, the practices could spread throughout the center when other teachers saw the value of implementing them. One administrator shared:

One of these four classes she talked about a visualized picture schedule...and it spread like wildfire. My teachers were all like, "oh, I like this, I want to do this," and it was probably the most encouraged I've been in a while...It spread the positivity and it made people want to do more. I was really pleased with that.

A few teachers expressed a wish that their colleagues could also receive the coaching, to increase consistency in how they support children's social-emotional development. Because participation in the PD is voluntary, one teacher observed that, "I think the teachers who are more willing to go through the trainings are more open minded. So that has shifted their focus. Some people that maybe should go through the trainings, don't. And it's a cycle." Some teachers also described sharing strategies with parents, a few of whom noted that they used the strategies at home and found them beneficial.

Did changes in practices depend on how much coaching teachers received?

The changes in teachers' practices did not depend on the number of coaching visits they received. This finding mirrors the earlier finding that changes in SEL knowledge and mindsets also did not depend on the number of coaching visits.

Conclusions and Future Considerations

In the 2024-2025 school year, Georgia's DECAL provided two forms of Pyramid Model PD to early childhood educators: Foundational Training and Practice-Based Coaching (PBC). This report compared educators' experiences with the two forms of the PD and changes related to their participation. In this section, we summarize and briefly elaborate on the overall conclusions from the evaluation, followed by considerations for DECAL's future offerings of Pyramid Model PD.

Overall conclusions:

- Early childhood educators in Georgia were largely successful in participating in Pyramid Model PD supports, regardless of whether they were new to the Pyramid Model or already had some experience with this approach and were satisfied with their experience.
- Educators in the Foundational Training reported increases in their SEL knowledge and confidence in addressing challenging behavior. Teachers who had previously participated in Foundational Training also continued to grow in these areas while participating in PBC.
- Teachers participating in PBC showed increased use of Pyramid Model practices, whereas teachers participating in Foundational Training did not.
 - This difference was expected, given the more intensive, individualized nature of PBC that also built on the initial knowledge gained from teachers' previous Pyramid Model experience.
 - While exposing teachers to new knowledge and introducing them to Pyramid Model practices, Foundational Training, in contrast, was not designed to provide teachers with the level of support needed to effectively apply those learnings to their practice.
- Thus, offering teachers more intensive PD through PBC had additional value beyond the Foundational Training to improve SEL practices in the classroom and with children and families.

Engagement in the Foundational Training continues to be high. Like in previous Child Trends evaluations, participation in the Foundational Training was high, with most participants completing all the eModules and attending nearly all PLC sessions. A small number of teachers did not complete any of the eModules but did participate in at least one PLC session. It remains worthwhile to continue to explore with teachers and with PLC facilitators what barriers might exist that limit participation in Foundational Training. DECAL may also wish to identify additional strategies to promote Pyramid Model PD and sustained participation.

Engagement in PBC activities was high for on-site training, but teachers received less one-on-one coaching than expected. The majority of PBC teachers participated in all four on-site training sessions, meeting DECAL's expectations and suggesting that these sessions are largely accessible. However, teachers participated in an average of 10 coaching sessions total (10 total hours) over the course of a seven-to-nine month period. This amount of coaching is lower than the 14 to 18 total hours that DECAL expected, even after accounting for differences in setting (i.e., Georgia's Pre-K sites not operating in summer months) and coaching visits concluding approximately one month earlier than planned. It will be important to gather additional information from teachers and PBC coaches on factors that may have interfered with reaching the expected number of coaching visits (e.g., scheduling conflicts, coaches' caseload size, travel time).

As expected and by design, PBC can provide teachers with a tailored and individualized PD experience. While Foundational Training has pre-defined topics, the focus of PBC coaching sessions is more varied and individualized to teachers' needs. Still, most PBC teachers reported that their coaching sessions focused on

addressing challenging behaviors, followed closely by teaching social emotional skills and building strong relationships with children. Because the Pyramid Model prioritizes taking a preventive approach, DECAL may wish to work with PBC coaches to ensure there is ample attention to preventive strategies and not an over focus on responding to challenging behavior incidents, while still meeting teachers' goals and PD needs.

Coaches used a variety of specific strategies consistent with evidence-based coaching practices that teachers said were helpful for improving their practice. Specifically, teachers found engaging in goal setting and action planning activities, observation by their coach, getting resources and materials, and reflecting on their practice especially helpful. Still, some teachers would have liked to troubleshoot new strategies with their coach or get more hands-on support. Indeed, coaches varied in how much they carried out specific activities in their interactions with teachers, although overall they performed their coaching duties as expected. DECAL may wish to discuss with coaches how to respond to teachers' specific PD needs in ways consistent with effective coaching practices.

Both the Foundational Training and PBC participants indicated they were highly satisfied with their Pyramid Model professional development experience. PBC participants' high satisfaction ratings spanned the on-site trainings, coaching, and relationship with their coach. Both groups of participants would recommend these Pyramid Model PD to their peers, so DECAL might want to consider expanding availability and asking if participants would be willing to share with fellow educators about the benefits of their PD experience.

Teachers and administrators new to the Pyramid Model increased their knowledge of social and emotional development through the Foundational Training, as did teachers participating in PBC, despite having previous Pyramid Model experience. However, the amount of PD participation only mattered for the Foundational Training teachers and not teachers participating in PBC, with the Foundational Training teachers having larger increases in social and emotional development knowledge compared with those who participated less. Prior to beginning PBC, teachers' social and emotional knowledge was only slightly higher than teachers who were just starting Foundational Training, raising questions about whether some of PBC teachers' knowledge had faded since their Foundational Training. Still, the rate of knowledge growth was higher for teachers participating in PBC compared with Foundational Training. These results suggest that on-site training and/or coaching supports may have reactivated, accelerated, or built upon previous knowledge for teachers participating in PBC's. Again, this points to the value of PBC and therefore the possible value of expanding its availability.

In general, both Foundational Training and PBC participants felt more confident in their ability to support children with challenging behaviors. Foundational Training participants described becoming more flexible and proactive in how they handled and thought about challenging behavior and situations in their classroom, as well as having more self-awareness of their own hot-button issues and using that as a cue to engage in self-calming strategies. Increased confidence in supporting children's challenging behavior, both for educators new to Pyramid Model and those with prior experience, may be especially helpful for prompting educators to use their SEL knowledge in practices with children and families.

Neither Foundational Training nor PBC participants showed changes in their attitudes or perceptions about children's challenging behaviors. This included their perceptions of how disruptive and stressful children's challenging behaviors are; how likely the behaviors are to change; and how likely it is that teachers will be held accountable for the behaviors. There was no significant change from Time 1 to Time 2 even when considering how much they participated in Foundational Training or PBC activities. Despite some specific examples shared by teachers, the overall lack of change in attitudes or perceptions about children's challenging behavior suggests that more intensive and tailored supports may be needed in this area. DECAL may wish to consider the additional potential benefits of extended coaching supports, infant and early childhood mental health consultation, or interdisciplinary team approaches to support the needs of an individual child and their family.

Teachers participating in PBC, but not Foundational Training, showed increased use of Pyramid Model practices in the classroom regardless of how much they participated. Independent observers rated both PBC and Foundational Training teachers' use of Pyramid Model practices in the classroom as high, and their use of problematic (i.e., "Red Flag") practices as low. For both groups, teachers' self-report of their own practices did not reveal similar changes. Such changes in practices for PBC, and not Foundational Training, teachers, are generally expected given the intensive and individualized nature of PBC. Further, these improvements are promising especially given that PBC teachers on average did not receive the expected amount of coaching.

Foundational Training and PBC participants described many specific Pyramid Model practices they have found helpful using in their classrooms and with children and families. Foundational Training participants highlighted offering more supports to children during transitions and being more intentional when engaging in the classroom; they indicated that changes in their SEL practices had positive benefits in the classroom. Like in Child Trends' past evaluations of the Foundational Training, PBC teachers also highlighted examples of using specific Pyramid Model strategies in the classroom (e.g., Tucker the Turtle, visual schedules, using more positive than negative comments with children) and sharing Pyramid Model strategies for parents to use at home. Administrators in the PBC group also reported that teachers who did not receive coaching began using Pyramid Model strategies they saw their peers use. Such comments suggest that DECAL may wish to leverage peer networks within programs to build excitement for recruiting new PD participants.

Across groups, participants did not report reductions in how much they used exclusionary discipline practices. In fact, there was a significant, though very small, increase in instances of children being sent home early for the Foundational Training group. Across both PD types and different types of exclusionary discipline, the change in actual occurrence of exclusionary discipline was minimal, broadly reflecting neither a pattern of increasing or decreasing frequency. This is likely because rates of exclusionary discipline practices were already very low when PD began, indicating a positive starting point. In the future, it may be helpful to learn about the specific policies and practices related to children's challenging behaviors at programs with low rates of exclusionary discipline—perhaps as part of collecting information pertaining to DECAL's new efforts to support programs with Program-Wide Implementation (PWI) of the Pyramid Model. Other strategies such as a landscape analysis or case study data collection may also yield information about rates of exclusionary discipline practices and other strategies programs use to prevent and respond to challenging behavior.

Considerations for future offerings of Pyramid Model PD

Based on these evaluation findings, we offer the following ideas for DECAL to consider for future offerings of Pyramid Model PD implementation, as well as potential continued evaluation of these efforts.

Considerations for future Pyramid Model implementation

1. **Continue providing PBC in the Pyramid Model.** These evaluation results support the added benefit of coaching on improved use of social-emotional practices in the classroom.
2. **Identify strategies and infrastructure needs to sustain classroom-level coaching for programs transitioning to Program-Wide Implementation of Pyramid Model.** Participants expressed a desire for the skills and strategies they learned through coaching to be implemented program-wide. Beginning in 2026, DECAL launched an inaugural cohort of programs receiving coaching in Program-Wide Implementation (PWI) of the Pyramid Model. PWI refers to a systemic effort to embed and sustain Pyramid Model practices throughout an entire program, with external coaching supports focused on building program leadership capacity to maintain Pyramid Model implementation, which includes the program providing internal PBC supports to classroom teachers. Over time, external coaching supports are scaled back and withdrawn as programs develop the skills and infrastructure to embed the Pyramid

Model approach in their practices with children and families, staff development, and program operations and policies. Implementing PWI is responsive to staff feedback on the utility of a universal approach to social-emotional supports within programs, and as a new support, DECAL should carefully evaluate how the roll-out is going. In particular, it will be important to monitor the effectiveness of PBC within the PWI framework and to adjust the support provided as needed.

3. **Ensure PBC participants receive the intended dosage of coaching.** Greater exposure to coaching may further enhance potential benefits. Moreover, interest in measuring changes resulting from coaching relies on receiving adequate dosage of coaching, particularly given its iterative nature. To facilitate increased contact with the coach, DECAL may wish to explore with the Pyramid Model consortium when and for which coaching activities virtual coaching sessions may be appropriate (e.g., goal setting and action planning, reflective feedback), to the extent that coaches and teachers have access to resources for video conferencing. While many coaching activities are best-suited to in-person coaching visits, other sites have piloted video-based coaching methods.²⁷
4. **Consider the timing of when to initiate and withdraw coaching supports, and the implications of this timing.** Plan to implement coaching either within one school year, or across two school years including at least three months of coaching in the new school year.
 - a. Providing coaching within one school year would provide a cohesive PD experience without disruption for the Georgia's Pre-K teachers summer break.
 - b. Alternatively, providing coaching over two full school years can help teachers generalize skills from one group of students to the next.
5. **Continue to provide Foundational Training as a precursor to PBC.** Our evaluation results show that Foundational Training may effectively increase teachers' and administrators' SEL knowledge and familiarity with Pyramid Model practices. The results also suggest that the Foundational Training alone, in the absence of coaching, may not be enough to meaningfully change classroom practices.
6. **Consider expanding access to DECAL's Pyramid Model PD through targeted offerings.** It seems that the teachers and administrators who participated begin with relatively strong skills, suggesting access to sufficient pre-service and in-service training. Intentionally doing outreach to centers and communities known to lack access to sufficient training and supports may mean that the PD could have an even larger effect when offered to those who could potentially benefit the most. Such efforts could also support DECAL's broader vision of having all early childhood educators in Georgia participate in the Foundational Training. To facilitate outreach to new groups of educators, DECAL may wish to invite prior participants to document their success stories with implementing the Pyramid Model in their settings (e.g., quotes, brief video clips/testimonials) to share with other educators in Georgia.
7. **Consult participants on the timing and scheduling of any future PD offerings and ensure that expectations are clear from the beginning.** This will support participant retention and effective collaboration with coaches and specialists.

Considerations for future evaluation

1. Consider a study that uses random sampling methods for recruiting educators for the Foundational Training. Such an approach could increase variability within the evaluation sample and the generalizability of the findings to the broader population of educators in Georgia.

²⁷ Artman-Meeker, K., Hemmeter, M. L., & Snyder, P. (2014). Effects of distance coaching on teachers' use of pyramid model practices: A pilot study. *Infants & Young Children*, 27(4), 325-344.

2. Consider study designs comparing educators who continue engaging with provided Pyramid Model supports vs. those who do not (e.g., Foundational Training without continuing to PBC vs. Foundational Training with continuing to PBC; PWI programs that provide classroom coaching vs. PWI program that do not continue providing classroom coaching). Such studies could inform what investments and supports are necessary to sustain Pyramid Model PD benefits.
3. Investigate the long-term outcomes of educators who participated in Foundational Training but never received additional supports through PBC or PWI.
4. Investigate whether and to what extent coaching outcomes are maintained for previously coached classrooms at PWI sites.
5. Replicate the evaluation of PBC with a different group of ECE educators. The current sample had strong baseline skills and high levels of education. A replication study could show whether the findings hold true for educators without these advantages who better represent the workforce as a whole in Georgia.
6. Explore more questions about *how* coaching works, including which coaching activities, and what “dosage,” are linked with changes in practices.
7. Continue to use a multi-method and multi-informant evaluation design, including alternate measurement approaches that may have greater sensitivity to change or are more nuanced (e.g., for low-incidence phenomena like exclusionary discipline practices, with wider ranges to minimize ceiling effects when participants begin PD with existing strengths among the target outcomes).
8. Consider investigating need for and access to Pyramid Model PD statewide.
9. Consider examining Pyramid Model PD in the context of other supports for ECE teachers, such as infant and early childhood mental health consultation and Quality Rated training and supports.

Study Limitations

The current evaluation has some limitations. First, the timeline for implementing the two types of PD had implications for the evaluation methodology and the ability to draw comparisons between the PBC and Foundational Training groups. The results in the main body of this report summarize outcomes from the full Foundational Training and only the first part of PBC, all of which was completed in the 2024–2025 school year. The alternative, as presented in Appendix C, would be to compare the outcomes of each type of PD from beginning to end, in which case the endpoint data (i.e., Time 3) reflects PBC teachers’ experiences with a new group of children and families who enrolled in the 2025–2026 school year. Although interesting, comparing the end of Foundational Training (spring 2025) with the end of PBC (fall 2025) limits our ability to assess change over time in certain variables that are context-dependent. Specifically, although we might expect teachers’ gains in knowledge to persist even when they are in new situations with new students, their changes in mindset and practice may follow a different pattern. Gains with one group of children may not directly translate to another group of children—at least not until teachers have had time to get to know them, form relationships, and adapt to the new group.

Additionally, the timeline for coaching sessions affected the evaluation. Not all PBC teachers received the same amount of coaching. Because Georgia’s Pre-K teachers had summer break, their “dosage” of coaching was lower than that of other PBC teachers. Coaching also ended one month earlier than planned. As reported in the results, the overall “dosage” of coaching was lower than expected. In addition, coaching continued into the next school year, and therefore data collected about PBC teachers in the fall included their experiences with a different group of children than early data collection time points. All of these factors may have reduced the likelihood of detecting changes in knowledge, mindset, or practices after PBC

participation, particularly in combination with the contextual factors related to continuing PBC supports into the subsequent school years with a new group of children.

There are also potential limitations related to the recruitment of participants and the sample of educators who participated in the PD and in the data collection activities. As noted previously, recruitment activities leveraged administrators' positive recommendations of potential teacher participants, as well as administrator and/or teacher interest in participating in Pyramid Model PD. As a result, the sample of administrators and teachers who participated may have been especially interested and motivated in learning or—or building upon previous—Pyramid Model approaches and practices. Further, within this group, those who participated in data collection activities for the evaluation may have been among the most interested and motivated across the Pyramid Model PD participants. Thus, these Foundational Training and PBC participants may not represent the breadth of early childhood educators in Georgia, and therefore we cannot know if a different group or educators would have responded differently to this PD. Had participant recruitment involved some type of random selection procedure (i.e., randomly selecting Foundational Training participants from all educators without Pyramid Model experience, randomly selecting PBC participants from all educators who had completed Foundational Training), the resulting sample may have varied in their interest and motivation which could have influenced their response to the PD.

It is also important to understand the limitations of the comparison we could draw based on the cohorts of educators in the sample. To understand the added value of PBC beyond the Foundational Training, we compared educators participating in Foundational Training (and new to the Pyramid Model) to educators participating in PBC (and who previously had Foundational Training experience). A more rigorous study design would be to focus on educators who received the Foundational Training at the same point in time, and then compare outcomes for those who went on to receive PBC against those who did not. The strength in that design is that it limits the number of factors, other than the PD itself, that could be producing patterns in the data. Indeed, the comparison of these two groups was included in the original plan for the present study; however, Child Trends and DECAL decided to drop this comparison after attempts to recruit educators with Foundational Training experience who were not intending to participate in PBC did not meet sampling size targets.

There were also some limitations that may have stemmed from the data collection mechanisms used. In contrast to data collected by independent observers, prior to beginning PD, both groups of teachers gave themselves high ratings in their use of Pyramid Model practices and very low ratings in use of exclusionary discipline practices. We anticipate that such high ratings of Pyramid Model practice use may reflect some social desirability bias, as there was more variability in practices data collected by independent observers. We also hypothesize that in some cases, such high ratings may have been related to the sampling issues noted above (i.e., more highly motivated teachers). Teachers participating in PBC could have experienced survey fatigue from taking multiple Pyramid Model evaluation surveys in the past which could affect data quality. In addition, instances of exclusionary discipline were very rare for both groups before training began, which could be due to the possibility of low rates of extreme challenging behavior that could prompt exclusionary discipline. Nonetheless, while teachers' perceptions of their baseline practices are encouraging and somewhat substantiated by observation data, the combination of high self-report and limited variability made it unlikely that the analyses could reveal significant improvements based on survey data alone. Other data collection limitations included some incomplete and/or missing data across surveys, observations, and coaching documentation. There may be patterns in what information is missing that may skew the results.

Appendix A: Prior Evaluations of DECAL's Pyramid Model Foundational Training

DECAL has provided the Foundational Training to multiple cohorts of teachers and administrators in recent years and has partnered with Child Trends for two evaluations of the Foundational Training: a pilot evaluation of the training cohorts in 2023 and an evaluation of the scaled-up implementation in the 2023-2024 school year.²⁸

In one or both evaluations, the following positive outcomes were observed:

- Improved self-reported knowledge of social-emotional development
- Increased self-reported use of Pyramid Model practices
- Improved self-efficacy in their interactions with children, particularly those with challenging behaviors
- Improved interactions with families
- Decrease in children sent to the office among teachers and decrease in contacting families about challenging child behavior among administrators
- High satisfaction with the PD provided

Other potential outcomes did not change significantly after training, including teachers' perceptions of challenging behaviors and use of exclusionary discipline.

²⁸ McDoniel, M. E., LaForett, D. R., Gal-Szabo, D. E., Richards, K., Wodrich, H., Keaton, H., & Early, D. M. (2024). *Evaluation of the ePyramid Modules: A pilot implementation with early childhood administrators and teachers in Georgia*. Child Trends.
McDoniel, M. E., Keaton, H., Richards, K., Wodrich, H., LaForett, D. R., Gal-Szabo, D. E., & Early, D. M. (2024). *Evaluation of the ePyramid Modules Scale-up Implementation: A virtual training with early childhood administrators and teachers in Georgia*. Child Trends.

Appendix B. Additional Evaluation Methodology Details

Participants

All sites were center-based or school-based child care, and five of the centers in Foundational Training and two centers in PBC reported that they received Head Start funding. Tables B1-B3 detail the demographic characteristics of participants who completed at least one survey. On the whole, participants across both types of PD had achieved high levels of education and were highly experienced.

Table B1. Teacher and administrator education and experience among survey respondents

Characteristic	Foundational Training		Practice-Based Coaching	
	Teachers (n = 45)	Administrators (n = 18)	Teachers (n = 27)	Administrators (n = 11)
Average years in ECE field	11.0	15.8	10.3	20.7
Highest level of education				
High school diploma or GED	1 (2%)	1 (6%)	3 (11%)	0 (0%)
Some college	5 (11%)	1 (6%)	3 (11%)	0 (0%)
Technical or vocational training	3 (7%)	1 (6%)	5 (19%)	0 (0%)
Associate degree (AA, AS)	9 (20%)	3 (17%)	2 (7%)	2 (18%)
Bachelor's degree or equivalent (BA, BS)	18 (40%)	3 (17%)	5 (19%)	1 (9%)
Graduate degree (MA, M.Ed., Ph.D., Ed.D)	8 (18%)	9 (50%)	6 (22%)	7 (64%)
Other	1 (2%)	0 (0%)	2 (7%)	1 (9%)
CDA	7 (16%)	2 (11%)	9 (33%)	2 (18%)

Source: Teacher and administrator survey data (Time 1-Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Table B2. Administrator role among survey respondents

Role	Foundational Training	Practice-Based Coaching
Center director or assistant director	7 (39%)	6 (55%)
Pre-K director	7 (39%)	4 (36%)
School principal or assistant principal	2 (11%)	0 (0%)
Other role	2 (11%)	1 (9%)

Source: Teacher and administrator survey data (Time 1-Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Table B3. Teacher role and age groups taught among survey respondents

Characteristic	Foundational Training	Practice-Based Coaching
Role		
Lead teacher	28 (62%)	19 (70%)
Assistant teacher	9 (20%)	6 (22%)
Other role	8 (18%)	1 (4%)
Age group taught		
Infants	10 (22%)	6 (22%)
Toddlers	16 (36%)	10 (37%)
Preschoolers, not in Georgia's Pre-K	21 (47%)	4 (15%)
Georgia's Pre-K	19 (42%)	14 (52%)
School age (kindergarten and above)	2 (4%)	0 (0%)

Source: Teacher and administrator survey data (Time 1-Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Measures

Attendance and coaching logs

We used attendance logs provided by DECAL to obtain data on the Foundational Training participants' dosage for PLCs and PBC participants' dosage for on-site trainings. In addition, we used two forms completed by coaches, the Coaching Practices Checklist and the Onsite Coaching Visit form, to obtain data related to dosage, adherence, and coaching strategies used with PBC teachers. Coaches completed both of these forms each time they concluded a visit with a teacher.

Dosage. For the Foundational Training, we used attendance logs for each of the six PLCs to calculate the total number and percentage of PLCs participants attended.

For administrators and teachers participating in PBC, we used attendance log data for each of the four onsite trainings to calculate the total number and percentage of on-site trainings participants attended.²⁹ To calculate teachers' dosage of coaching visits, we used the Coaching Practices Checklist, which asked coaches to detail the specific tasks completed before, during, and after each visit. These forms were used to calculate the number of visits a teacher received overall as well as the number of initial visits, action planning visits, and coaching visits they received. Finally, we used items from the onsite coaching visit form related to time coaches spent in each activity to calculate the length of coaching sessions.

Adherence. We used data from the coaching checklist to assess the extent that coaches completed coaching activities as expected. As noted above, coaches used the checklist to record the tasks they completed before, during, and after the visit, and each type of visit had a set of unique items (19 binary yes/no items for the initial visit section; 15 binary yes/no items for the action planning visit section; and 26 binary yes/no items for the coaching visit section). We used these items to create aggregate variables that assessed adherence to the checklist, both at the individual teacher level (i.e., the extent that an individual teacher's coach carried out activities with them as expected) and the coach level (i.e., the extent that an individual coach carried out expected activities across all the teachers they coached).

Surveys

Surveys included a variety of measures intended to assess changes in participant practices and perceptions, PD dosage and satisfaction, and coaching session content and strategies. Administrators and teachers received surveys at Time 1 and one at Time 2; the PBC group also received surveys at Time 3. Information about the components of the survey is provided below and in Table B4.

Demographic information. We asked for details about participants' demographic and program characteristics.

Social Emotional Learning. The surveys assessed change in knowledge of SEL using the Social Emotional Development Inventory (SEDI), which has nine items rated on a Likert scale from strongly disagree to strongly agree. We created an overall SEL knowledge score by averaging across the items, with a higher score reflecting greater SEL knowledge.

Self-Efficacy. We used the Self-Efficacy Survey to assess changes in self-efficacy, which has 12 items rated on a Likert scale from strongly disagree to strongly agree (4 of which were reverse-scored). Similar to the SEDI, we averaged across the items to create an overall self-efficacy score, with higher scores reflecting stronger feelings of self-efficacy.

²⁹ Administrators were not required to attend the onsite trainings.

Perceptions of challenging behaviors. We used the Preschool Expulsion Risk Measure (PERM) to measure how teachers perceive challenging behaviors in the classroom. The PERM has 12 items across four subscales: classroom disruption; fear of accountability; hopelessness; and teacher stress. Items ask teachers to rate their agreement on a series of statements regarding “certain children’s” behavior in terms of how they perceive the child, their classroom, and their role in managing the behavior. We averaged across the 12 items to create an overall PERM score, with lower scores indicating a perception that challenging behaviors are manageable and higher scores indicating a higher risk for teachers to use exclusionary discipline.

Classroom practices related to SEL. We used the Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care to assess classroom practices related to SEL. The Pyramid Model Consortium initially created this tool to encourage self-reflection among early childhood educators and encourage use of trauma-informed practices with young children. We used their original sections for reflection to create four scales of SEL practices: Nurturing and Responsive Relationships; Create a Safe Learning Environment and Using Positive Directions and Rules; Create Calm, Predictable Transitions; and Help Children Regulate their Emotions and Express Their Feelings Appropriately. We also separated statements on communicating with families into a section called Interactions with Families. We asked teachers how frequently they used strategies, on a 5-point scale from never to consistently. Additionally, we adjusted the wording of certain items and asked administrators to indicate how frequently their teachers implemented these strategies. For administrators in PBC, we selected items from the four scales of SEL practices that were meaningful at the program level rather than the individual teacher level and asked administrators to self-report their use of these practices.

Exclusionary discipline. Six items asked administrators and teachers to recall the number of incidents in their program or classroom in which a child experienced exclusionary discipline (e.g., in-school suspension, out-of-school suspension, expulsion) in the last two months. Teachers responded to six items that asked about the number of incidents of disciplinary practices that had occurred in their classroom in the past two months.

Satisfaction and feedback. Participants reported on their satisfaction with and perceptions of the PD using items created by the research team. They also responded to open-ended questions that asked them to describe what additional supports DECAL could offer, what information was the most helpful, how DECAL could improve the training, and additional training topics that would be helpful.

Experiences with coaching. For teachers in PBC, the survey included items developed by the research team to better understand the nature of their coaching sessions. One multiple-choice question asked them to select the topic(s) that were the focus of coaching sessions, such as teaching social-emotional skills and building strong relationships with children. Another multiple-choice question asked them to select the top five strategies used by their coach that were most helpful for their growth and learning, such as observation, reflective conversation, and modeling. The survey also included 12 items about coaching practices adapted from the Coaching Practices Rating Scale.³⁰ The items asked teachers to rate their agreement on a five-point scale from strongly disagree to strongly agree with a series of statements about their coach, such as, “My coach worked with me to develop a plan to practice targeted skills after each coaching session.”

³⁰ Rush, D. D., & Shelden, M. L. L. (2020). *The early childhood coaching handbook*. Paul H. Brookes Publishing Co.

Table B4. Survey measures used to answer research questions

Measures	# of Items	Respondent	Example Item	Scale
Social Emotional Development Inventory (SEDI)	9	Both	<i>I know multiple strategies to promote children's social emotional development.</i>	1-5 (strongly disagree to strongly agree)
Teacher Opinion Survey (self-efficacy)	12	Both	<i>If I keep trying, I can find some way to reach children with even the most challenging behaviors.</i>	1-5 (strongly disagree to strongly agree)
Preschool Expulsion Risk Measure: • Classroom disruption • Fear of accountability • Hopelessness • Teacher stress	12	Teachers	<i>Certain children's classroom behaviors interfere with my ability to teach effectively.</i>	1-5 (strongly disagree to strongly agree)
Exclusionary discipline	6	Both	<i>In the past three months, please indicate how many times the following incidents occurred in your program. To the best of your ability, count any incident that occurred, even if it was the same child.</i> <i>A child was sent to the directors' or principal's office because their behavior was disruptive</i>	Count of incidents
Pyramid Model practices:^a • Nurturing and responsive relationships • Create a safe learning environment using positive directions and rules • Create calm, predictable transitions • Help children regulate their emotions and express their feelings appropriately • Interactions with families	39	Both	<i>Speak to children in a warm, positive, calm, AND supportive manner</i>	1 -5 (Never to consistently)

Measures	# of Items	Respondent	Example Item	Scale
Coaching Practices Rating Scale	12	Teachers	<i>My coach provided feedback about my knowledge and skills after I reflected on my performance.</i>	1-5 (strongly disagree to strongly agree)
Feedback Survey	variable based on role and PD type	Both	<i>I would recommend the Pyramid Model on-site training to others in my profession.</i>	1-5 (strongly disagree to strongly agree)

Note: ^a Scales and items derived from Checklist of Early Childhood Practice that Support Social Emotional Development and Trauma-Informed Care³¹

Focus groups

Focus groups aimed to understand participants' experiences using what they learned from the PD and their perceptions of the PD overall.

Feedback. We asked participants about their satisfaction with the PD they received as well as their satisfaction with the process of purchasing materials from Lakeshore Learning. Participants also reported how this PD had built on previous trainings, and they offered feedback on the PD overall and recommendations for improvement.

For teachers in the Practice-Based Coaching group, we asked them to describe their experience with their coach, including what support the coach had offered; their expectations for coaching; and their satisfaction with their coach.

Lessons learned from PD. We asked participants to report on their experience implementing new strategies in their classroom or program.

Changes to practice. Participants discussed what changes they had seen in their classroom or program as a result of the PD. We asked administrators in PBC to reflect on what changes they had noticed in their teachers who were participating in coaching and how that compared to teachers who were not receiving coaching.

Classroom observations

DECAL specialists conducted multiple rounds of classroom observations using two tools: the Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) for preschool settings and the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) for infant and toddler settings. Both tools include a teaching practices subscale, which assesses use of Pyramid Model strategies across multiple domains (14 for the TPOT, 13 for the TPITOS), and a red flags subscale, which captures behaviors inconsistent with Pyramid Model practices that may signal gaps in training, support, or program policy (17 items for the TPOT, 11 for the TPITOS). The TPOT also includes a three-item challenging behavior subscale, which was not used in this analysis.

For the teaching practices subscale, observers recorded whether each behavioral indicator was present in a given domain (or confirmed via teacher interview), calculated the percentage of indicators observed per domain, and averaged those scores into an overall teaching practices score. For the Red Flags subscale, we

³¹ <https://challengingbehavior.org/docs/Informed-Care-Checklist.pdf>

calculated the percentage of times the observer indicated “yes” to a red flag out of the total possible. See Table A3 for additional details on both subscales.

Table B5. Observation tool subscales used to answer research questions

Tool	Measure	Domains
Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)	Use of Pyramid Model teaching practices	- Schedules, routines, and activities (10 items) - Transitions between activities are appropriate (8 items) - Teachers engage in supportive conversations with children (10 items) - Promoting children’s engagement (9 items) - Providing directions (7 items) - Collaborative teaming (9 items) - Teaching children behavior expectations (7 items) - Teaching social skills and emotional competence (8 items) - Teaching friendship skills (9 items) - Teaching children to express emotions (8 items) - Teaching problem solving (9 items) - Interventions for children with persistent challenging behavior (5 items) - Connecting with families (8 items) - Supporting family use of the Pyramid Model practices (7 items)
	Red Flags	Red Flags (17 items; example items include “<i>The majority of the day is spent in teacher-directed activities</i>” and “<i>Emotions are never discussed in the classroom.</i>”)
Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)	Use of Pyramid Model teaching practices	- Teacher provides opportunities for communication and building relationships (8 items) - Teacher demonstrates warmth and responsivity to individual children (7 items) - Teacher promotes positive peer interactions. (9 items) - Teacher promotes children’s active engagement (5 items) - Teacher is responsive to children’s expression of emotions and teaches about feelings (8 items) - Teacher communicates and provides feedback about developmentally appropriate behavioral expectations (7 items) - Teacher responds to children in distress and manages challenging behaviors (7 items) - Teacher uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners (2 items) - Teacher conveys predictability through carefully planned schedule, routines, and transitions (5 items)

Tool	Measure	Domains
		- Environment is arranged to foster social-emotional development (5 items) - Teacher collaborates with his/her peers to support children's social emotional development (6 items) - Teacher has effective strategies for engaging parents in supporting their child's social-emotional development and addressing challenging behaviors (5 items) - Teacher has effective strategies for communicating with families and promoting family involvement in the classroom (5 items)
	Red Flags	Red Flags (11 items; example items include "Teacher rarely speaks to and/or engages children" and "Children who are distressed are left unattended.")

Data analysis

Our data analysis plan was, in part, driven by our sample size and patterns of missing data. Table B6 displays the sample size for each data type per respondent and time point.

Table B6. Summary of data collection approach

Data collected	PD Group	Focus	Reporter	Time 1	Time 2	Time 3
Attendance logs	Foundational Training	Teachers and administrators	DECAL specialist	After each PLC 6 per teacher		
	PBC	Teachers and administrators	DECAL specialist	After each on-site training 4 per teacher		
Coaching logs	PBC	Teachers DECAL specialists	DECAL specialist	After each visit n=10-34 per teacher		
Surveys	Foundational Training	Teachers	Self	n=38	n=39	NA
	Foundational Training	Administrators	Self	n=16	n=18	NA
	PBC	Teachers	Self	n=18	n=27	n=20
	PBC	Teachers and program	Administrators	n=8	n=8	n=10
Focus groups	Foundational Training	Teachers	Self	NA	n=12	NA
	Foundational Training	Administrators	Self	NA	n=11	NA
	PBC	Teachers	Self	NA	n=7	n=11
	PBC	Teachers and program	Administrators	NA	n=5	n=4
Classroom observations ^a	Foundational Training	Teachers	DECAL observer	n=18	n=24	NA
	PBC	Teachers	DECAL observer	n=31	n=28	n=30

^a Collected from a subsample of teachers

Multiple imputation

Multiple imputation is a statistical technique that accounts for missing data by estimating missing values based on non-missing data. To show change over time, we needed participants to complete the survey and observation more than once. As noted earlier in the report, the sample of educators in each PD type that provided data at more than one time point was small; thus, we decided to impute the missing data so that we could increase the power of our statistical analyses. Before imputation, we examined the data descriptively (e.g., central tendency, frequencies, SDs, ranges). We made decisions for handling invalid/inconsistent data and excessive item- and respondent-level missingness.

We used multiple imputation (MI) to impute missing outcome data, when appropriate. MI is appropriate when data are missing at random (MAR) or missing completely at random (MCAR).³² We determined that most survey and observation data were MCAR/MAR based on Little's Test of Missing Completely at Random. However, there were some variables (especially at Time 2) with an insufficient number of non-missing datapoints to complete the MCAR test. Additionally, some tests had items that were highly collinear (as would be expected for items belonging to the same measure), and therefore Little's test could not be conducted. Service delivery data (e.g., coaching logs) were not imputed as we decided to only impute outcome variables. Exclusionary discipline practices were not imputed due to high amounts of missingness.

Survey and observation data were imputed separately, as preliminary correlational analyses found that survey data did not predict observation data and vice versa. To be included in each sample, at least one data point must have been completed (i.e., to be included in the observation data imputation and analysis, at least one observation must be completed). We conducted the MI using chained equations with predictive mean matching of the 5 nearest neighbors (for administrator strategies, MI was conducted using chained equations with logistic regression). We imputed 10 datasets. After MI, our sample size of matched teacher data was 45 for Foundational Training survey analyses, 28 for Foundational Training observation analyses, 22 for Practice-Based Coaching survey analyses, and 31 for Practice-Based Coaching observation analyses. Our sample size of matched administrator survey data was 22 for Foundational Training and 11 for Practice-Based Coaching.

Quantitative analysis

We conducted all analyses in STATA. We developed a series of linear mixed models (LMM) in STATA to test the between group comparisons because STATA does not allow for *t*-tests of imputed data. First, we developed LMMs for each outcome and each PD type (Foundational Training and Practice-Based Coaching) separately, to test which outcomes had a significant main effect of time (i.e., change over time within PD type). The outcomes included the SEDI, TOS, PM practices, PERM, exclusionary discipline, TPOT/TPITOS percentage observed on-target behavior and TPOT/TPITOS Red Flags. These models included one random effect (participant) and one fixed effect (time). We attempted to include program as a random effect but had to drop this due to model convergence issues.

Next, we developed LMMs for each outcome and both PD types (Foundational Training and Practice-Based Coaching), to assess if change over time in the outcomes listed above varied significantly based on the PD type. These models included one random effect (participant) and two fixed effects (time and PD type). For these models, we were looking for outcomes with a significant interaction effect (time x PD type).

Based on our evaluation questions, we also explored whether three implementation variables would moderate outcome findings: dosage, satisfaction, and coaching practices (teacher-rated). Ultimately, we decided that two of the moderators (teacher-reported coaching practices and satisfaction) had limited variability such that we should not pursue moderation analyses with them. We conducted moderation

³²Austin, P. C., White, I. R., Lee, D. S., & van Buuren, S. (2021). Missing data in clinical research: A tutorial on multiple imputation. *Canadian Journal of Cardiology*, 37(9), 1322-1331.

analyses based on dosage (i.e., amount of PD received) for each LMM measuring change in outcomes for each PD type separately. We tried including moderators in the models that compared outcomes for both PD types, but decided that three-way interaction effects could not be supported by these data, due to the small sample size and limited variability.

Appendix C. Results of Practice-Based Coaching: Extended timeline

The main body of the report presented the outcomes associated with PBC over the course of approximately three months. DECAL's PBC implementation plan involved teachers receiving 7-9 months of coaching total. Although the primary purpose of this report was to compare the Foundational Training and PBC, it was not appropriate to compare the Foundational Training to the full PBC timeline for several reasons.

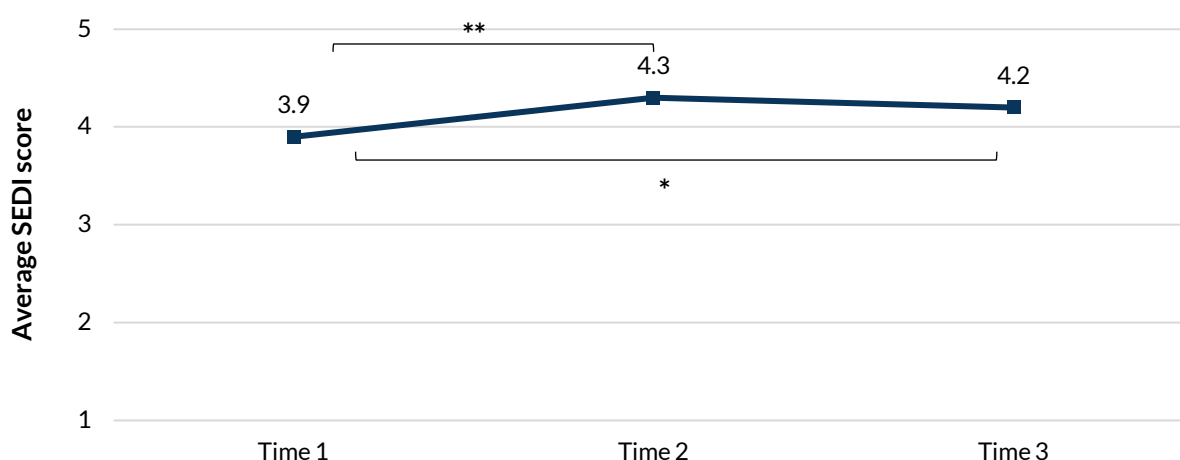
- The two types of PD were different lengths. The Foundational Training lasted for about three months in winter and spring 2025. PBC lasted for up to nine months, from winter 2025 to fall 2025.
- Coaching began in winter 2025 and ended at the beginning of the new school year. This meant that, when teachers completed surveys at the end of PBC, they were reporting on their experiences with different students than their earlier surveys.
- The Georgia's Pre-K (n = 14) teachers in the PBC group had an interruption in their opportunity to receive coaching due to summer break, which may have created substantial differences across PBC teachers at the time they completed the final survey in fall 2025.

For these reasons, it was most appropriate to compare the two types of PD over the same time frame. However, it is still interesting to know the outcomes of coaching over the full PBC timeline. The results below show PBC teachers' changes from the beginning (Time 1) to the middle (Time 2) and end (Time 3) of coaching.

Did participants in Practice-Based Coaching report changes in their knowledge or mindsets related to supporting children's social-emotional development?

Changes in knowledge were evident across time points. Compared to Time 1 levels, there was a significant improvement in teachers' self-reported knowledge of social-emotional development (SED) from Time 1 to Time 2 (as previously reported) *and* from Time 1 to Time 3 (see Figure C1).

Figure C1. Average change in knowledge of social-emotional development for PBC teachers

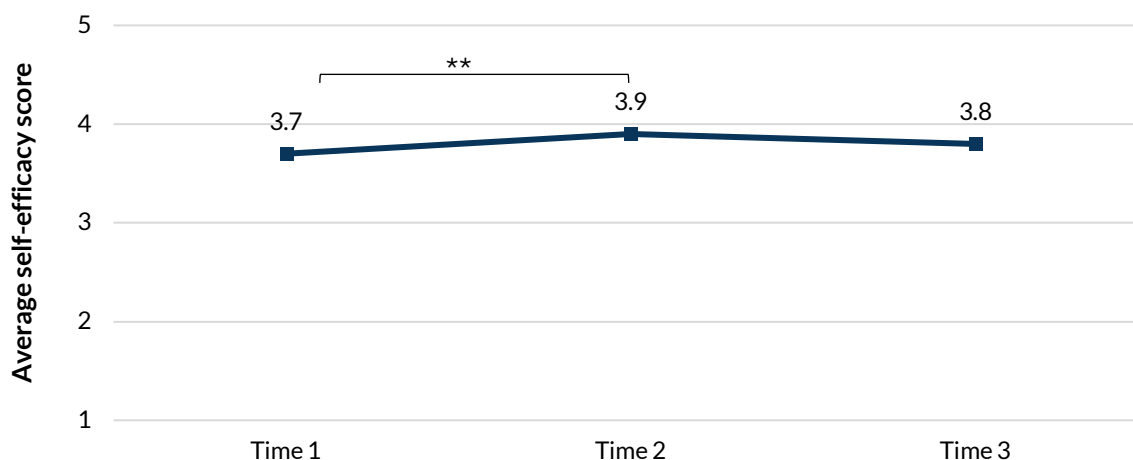


Source: Teacher survey data (Times 1, 2, and 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. * $p \leq 0.05$, ** $p \leq 0.01$.

In contrast, **significant changes in teachers' self-efficacy were no longer evident at the end of coaching.** Compared to Time 1 levels, there was a significant improvement in teachers' self-efficacy (TOS) at Time 2 (as previously reported) but there was *no significant improvement* at Time 3 (see Figure C2).

Figure C2. Average change in self-efficacy for PBC teachers



Source: Teacher survey data (Times 1, 2, and 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. ** $p \leq 0.01$.

On the scale that measures teachers' perceptions of children's challenging behaviors (i.e., PERM), there were no significant changes at the midpoint (Time 2) or endpoint (Time 3). The items on this scale measure how teachers feel about children's challenging behaviors, including how stressful these behaviors are, whether they interfere with classroom functioning, whether they are likely to change.

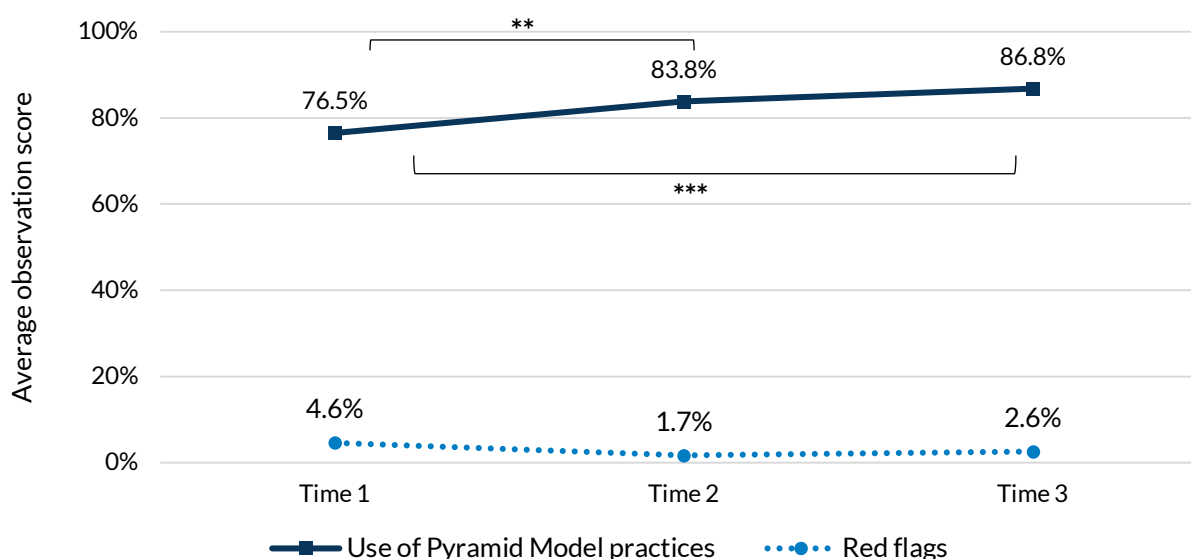
Did changes in knowledge and mindsets depend on how much or coaching teachers received?

Change over time in teachers' knowledge or mindsets from beginning to end of coaching did not depend on the total number of coaching sessions they received.

Did participants in Practice-Based Coaching demonstrate changes in their use of Pyramid Model practices and exclusionary discipline?

As previously reported, **observed use of Pyramid Model practices on the TPOT/TPITOS increased from Time 1 to Time 2. There was *also* a significant improvement in observed use of Pyramid Model practices from Time 1 to Time 3.** The reduction in Red Flags was not significant from Time 1 to Time 3, consistent with the results from Time 1 to Time 2 (see Figure C3).

Figure C3. Improvement in PBC teachers' observed use of Pyramid Model practices

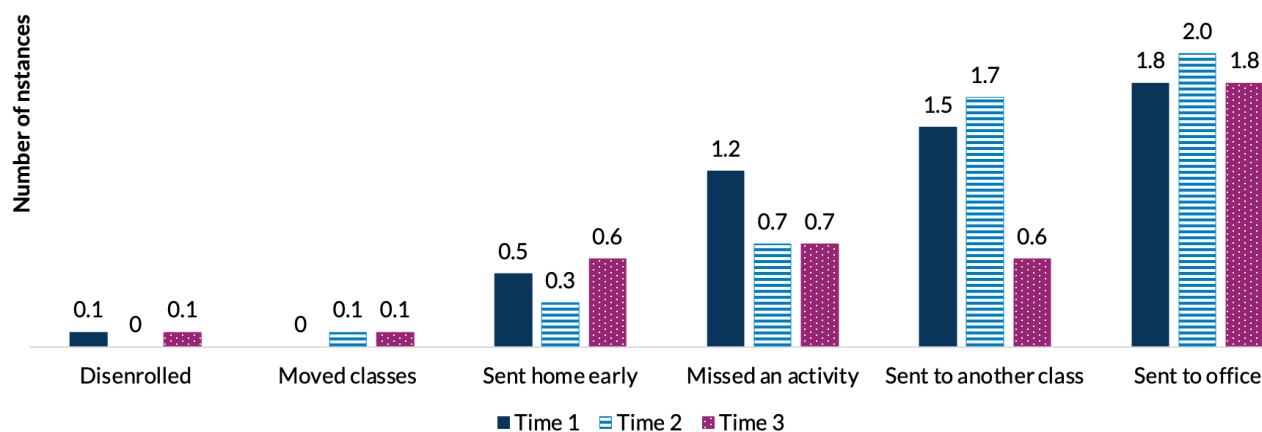


Source: Teacher implementation data (Times 1, 2, and 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. ** $p < 0.01$, *** $p < 0.001$.

The other metrics of changes in teachers' practices that did not significantly change from Time 1 to Time 2—self-reported Pyramid Model practices (5 subscales) and instances of exclusionary discipline—also did not significantly change from Time 1 to Time 3 (see Figure C4).

Figure C4. Average instances of exclusionary discipline over time reported by PBC teachers



Source: Teacher implementation data (Times 1, 2, and 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 18 for Time 1, N = 22 for Time 2, and N ranges from 18 to 19 for Time 3.

Did changes in practices depend on how much training and/or coaching PBC teachers received?

Change over time in teachers' practices from beginning to end of coaching did not depend on the total number of coaching sessions that they received.

Overall, these results suggest that gains in knowledge and use of Pyramid Model practices were maintained, even with a new group of students and/or time off from coaching over the summer (Georgia's Pre-K teachers).

Appendix D. Data tables for linear mixed model results

Table D1. Linear mixed model results for teachers receiving Foundational Training

Foundational Training: Teacher (n=45)			
Variable	Time 1 Mean	Time 2 Mean	p-value
SEDI	3.82	4.25	0.00***
Self-efficacy	3.76	3.80	0.70
PERM	3.08	3.23	0.24
PERM - Classroom Disruption	3.44	3.65	0.21
PERM - Fear of Accountability	3.01	3.18	0.32
PERM - Hopelessness	2.81	2.93	0.49
PERM - Teacher Stress	3.05	3.15	0.59
Nurturing, Responsive Relationships	4.56	4.52	0.66
Safe Learning Environment	4.52	4.55	0.72
Calm, Predictable Transitions	4.50	4.56	0.56
Regulation Emotions, Expressing Feelings	4.32	4.41	0.39
Interacting with Families	3.91	4.11	0.08
Observations Score	0.73	0.76	0.28
Red Flags	0.04	0.05	0.64
Sent to office	2.03	2.86	0.21
Sent to another class	1.28	1.84	0.31
Sent home early	0.67	1.24	0.02*
Missed an activity	2.81	3.19	0.58
Moved classes	0.09	0.30	0.14
Disenrolled	0.06	0.11	0.48

Source: Teacher survey data and observation data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 45. * $p < .05$, ** $p < .01$, *** $p < .001$

Table D2. Linear mixed model results for administrators receiving Foundational Training

Foundational Training: Administrators (n=22)			
Variable	Time 1 Mean	Time 2 Mean	p-value
SEDI	3.64	4.46	.000***
Self-efficacy	3.76	4.07	.002*
PERM	3.07	2.98	.684
PERM - Classroom Disruption	3.56	3.32	.364

Foundational Training: Administrators (n=22)			
Variable	Time 1 Mean	Time 2 Mean	p-value
PERM - Fear of Accountability	3.54	3.13	.157
PERM - Hopelessness	2.54	2.81	.323
PERM - Teacher Stress	2.65	2.65	.995
Programmatic practices	6.20	6.83	0.15

Source: Administrator survey data (Time 1 and Time 2), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22. * $p < .05$, ** $p < 0.01$, *** $p < .001$

Table D3. Linear mixed model results for teachers receiving PBC

Practice-Based Coaching: Teacher (n=22)					
Variable	Time 1 Mean	Time 2 Mean	Time 3 Mean	p-value (T1vsT2)	p-value (T1vsT3)
SEDI	3.93	4.34	4.24	0.01*	0.05*
Self-efficacy	3.66	3.91	3.77	0.01*	0.20
PERM	3.05	2.78	2.84	0.15	0.29
PERM - Classroom Disruption	3.39	3.15	3.03	0.39	0.20
PERM - Fear of Accountability	2.95	2.68	2.76	0.22	0.42
PERM - Hopelessness	2.80	2.65	2.69	0.52	0.66
PERM - Teacher Stress	3.06	2.62	2.89	0.08	0.50
Nurturing, Responsive Relationships	4.43	4.42	4.50	0.94	0.52
Safe Learning Environment	4.46	4.45	4.49	0.96	0.83
Calm, Predictable Transitions	4.34	4.52	4.43	0.22	0.58
Regulation Emotions, Expressing Feelings	4.16	4.36	4.26	0.14	0.46
Interacting with Families	4.04	4.01	3.84	0.86	0.26
Observation Score	0.76	0.84	0.87	0.01*	0.00***
Red Flags	0.05	0.02	0.03	0.10	0.26
Sent to office	1.83	1.95	1.84	0.75	0.96
Sent to another class	1.50	1.68	0.56	0.09	0.19
Sent home early	0.50	0.27	0.63	0.47	0.68
Missed an activity	1.17	0.68	0.74	0.20	0.20
Moved classes	0.00	0.09	0.11	0.16	0.13
Disenrolled	0.06	0.05	0.05	0.95	0.83

Source: Teacher survey data and observation data (Time 1, Time 2, Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N = 22 * $p < .05$, ** $p < 0.01$, *** $p < .001$

Table D4. Linear mixed model results for administrators whose programs received PBC

Practice-Based Coaching: Administrator (n=11)					
Variable	Time 1 Mean	Time 2 Mean	Time 3 Mean	p-value (T1vsT2)	p-value (T1vsT3)
SEDI	3.99	4.11	4.22	.401	.087
Self-efficacy	3.75	3.87	3.88	.454	.415
PERM	3.07	3.29	3.11	.304	.841
PERM - Classroom Disruption	3.64	3.75	3.60	.655	.885
PERM - Fear of Accountability	3.38	3.84	3.36	.177	.950
PERM - Hopelessness	2.45	2.72	2.64	.325	.463
PERM - Teacher Stress	2.80	2.85	2.83	.898	.931
Programmatic practices	6.18	6.45	6.46	.728	.700

Source: Administrator survey data (Time 1, Time 2, and Time 3), Georgia Pyramid Model Training Comparison Study, 2024-2025.

Note: N =11. * $p<.05$, ** $p<=0.01$, *** $p<.001$