ATTACHMENT 4

COACH SURVEY

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MATHEMATICA
Policy Research

Study of Coaching Practices in Early Care and Education Settings (SCOPE)

Coach Survey
Fall 2018

AFFIX LABEL HERE

This survey is part of the Study of Coaching Practices in Early Care and Education Settings (SCOPE), a study being conducted for the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) by Mathematica Policy Research. This survey asks about your experiences coaching teachers and providers of preschool-age children.

When we refer to coaching or coaches in this survey, we mean individuals who regularly meet one-on-one with teachers or providers or with their teaching team to provide feedback and guidance to help them improve their teaching.

[IF SAMPLED DUE TO COACHING OF FCC PROVIDERS] Throughout the survey we would like you to focus your responses on the family child care (FCC) providers and settings you coach (even if you also coach teachers in center-based settings). We realize that coaching in FCC settings is unique, so some terms or questions may not fully apply to your work there. Although we use the term "program" throughout the survey, please think about your work in FCC settings when answering such questions.

If you prefer to complete this survey by telephone, please call [STUDY TOLL FREE NUMBER]. If you have any questions about the study or your participation, please email us at [STUDY EMAIL]@mathematica-mpr.com.

We would like you to know that:

- The survey takes about 30 minutes to complete, and once you have completed it, we will send you $20 as a thank you.

- *Your answers will be completely private; no information that identifies you will be reported.* Mathematica Policy Research will not associate responses with any of the individuals or centers who participate. We will not provide information that identifies you or your center to anyone outside the study team, except as required by law. Your responses will be used only for statistical purposes.

- This survey is voluntary, but your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Participation in the study will not impose any risks to you as a respondent. If you have any questions about your rights as a research volunteer, contact Tim Bruursema at 202-484-3097.

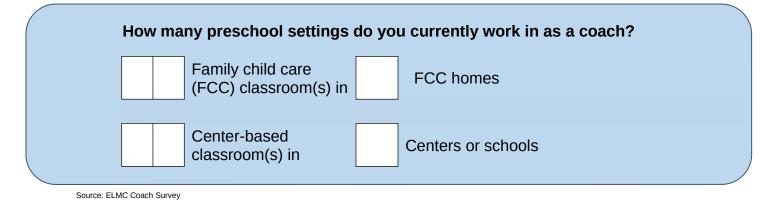☐ I have read and I understand the above statements and agree to participate in the survey.

If you would like a copy of this disclosure statement, please email us at tbruursema@mathematica-mpr.com or by phone at (202) 484-3097.

Thank you very much for your participation in this survey!

A. Coaching Background

As a reminder, in this survey, when we refer to coaching we mean individuals who regularly meet one-on-one with teachers or providers or with their teaching team to provide feedback and guidance to help them improve their teaching.

First, we would like to ask you some questions about your background working as a coach. To start with, we would like to know about the settings that you work in.

How many preschool settings do you currently work in as a coach?

☐☐ Family child care (FCC) classroom(s) in ☐ FCC homes

☐☐ Center-based classroom(s) in ☐ Centers or schools

Source: ELMC Coach Survey

2. Please identify how many of the following staff you coach across all of the settings where you coach.

☐ ₁ Lead teachers in centers

☐☐

☐ ₂ Assistant teachers in centers

☐☐

☐ ₃ FCC providers

☐☐

☐ ₄ Others (for example, home visitors, administrators, supervisors)

☐☐

Source: ELMC Coach Survey

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[IF CENTER BASED] Are you a formal supervisor of any of the teachers that you coach?

[Help text: By formal supervisor, we mean someone who makes employment-related decisions about teachers' work (such as about raises or work assignments) and/or evaluates and makes recommendations to administrators about teachers.]

- $_1$ Yes
- $_0$ No

Source: ELMC Coach Survey

Next, we would like to hear about how long you have worked as a coach, who employs you as a coach, and how much time you spend coaching.

How many years have you been a coach, providing professional support to early care and education teachers/providers? If this is your first year as a coach, please report 1 year.

☐☐ YEARS

Source: ELMC Coach Survey

[IF IN FCCs] How many years have you been a coach for providers in family child care homes? If this is your first year coaching in FCC settings, please report 1 year.

☐☐ YEARS

Source: ELMC Coach Survey

What is your current employment status as a coach? Select one only. If more than one option is appropriate, please pick the option that describes the majority of your time.

SELECT ONE ONLY

- $_1$ ○ I am self-employed. I am an independent consultant or contractor and I charge fees for coaching services.
- $_2$ ○ My employer is an organization that charges fees to ECE programs for coaching services.
- $_3$ ○ My employer is an organization that provides coaching at no cost to multiple, eligible ECE programs.
- $_4$ ○ I am employed by a single organization (a center, a larger program with multiple centers or FCCs, or an FCC network) to provide coaching to staff within that organization

Source: ELMC Coach Survey

How many hours do you work in a typical week? Please think about all work that you do, including coaching activities and activities not related to coaching.

☐☐ HOURS

Source: ELMC Coach Survey

Of those [HOURS IN A7] hours, how much of that time is related to your work as a coach? You may answer in hours or in percentages.

☐☐ HOURS

☐☐☐ PERCENTAGE

Source: Newly developed item

B. Supports for Coaching

Next, we would like to learn about the training and supports you have received to prepare for and implement coaching. We will first ask about coaching specific support and then about general training/support regarding the programs, centers and homes in which you work.

In the last 12 months, how often have you received training from your program/your organization to support your coaching?

○₁ Never **GO TO B3**

○₂ Once or twice a year

○₃ Three to four times a year

○₄ More than four times a year

[IF B1=2, 3, or 4] What was the focus of this training or trainings?

SELECT ONE OR MORE

☐₁ Overall goals for coaching

☐₂ Coaching structure and implementation (for example, how frequently to meet with staff; what to do on each visit, routines for coaching

☐₃ Communication, constructive discussions, effective feedback, and/or reflective methods with [teachers/providers]

☐₄ Coaching strategies (for example, modeling, setting goals)

☐₅ How to coach in specific content area domains (for example, literacy development)

☐₆ Assessments and observation tools for coaching

☐₇ Building relationships with [teachers/providers]

☐₈ Adult learning theory as a tool for coaching delivery

☐₉ [IF A6=1, 2, or 3] Building relationships with early childhood education (ECE) program management

☐₁₀ Other topics *(please specify)*

[IF A6 = 1, 2, 3] How many of the programs/centers that you coach in require you to adapt your services to fit their structure or approach to services?

○₁ All
○₂ Most
○₃ Half
○₄ Some
○₅ None

Source: Newly developed item

Now, we would like to understand who provides supervision and support to you in your role as a coach.

Do you have a supervisor assigned to your work as a coach?

○₁ Yes
○₀ No   **GO TO B8**

Source: Newly developed item

[IF B4=1] Do you have regularly scheduled meetings with your supervisor?

○₁ Yes
○₀ No   **GO TO B7**

Source: Newly developed item

[IF B4=1, B5 = 1] Over the last 12 months, on average, how often have you met (in person, by phone, or video) with your supervisor?

○₁ Less than one time per month
○₂ One time per month
○₃ Every other week, or about two times per month
○₄ Weekly
○₅ Multiple times per week
○₆ Coaches in my organization do not meet with their supervisors

Source: Newly developed item

[IF B4=1, B5=0] Would you prefer to have regularly scheduled meetings with your supervisor?

○ Yes

○ No

Source: Newly developed item

Some coaches have the opportunity to collaborate and share resources with other coaches. Do you ever work with other coaches to support your work as a coach? Please only think about <u>coaches that are your peers (not supervisors)</u>. Do not say "yes' if the only other coach who supports you is your supervisor.

○ Yes

○ No   **GO TO C1**

Source: Newly developed item

[IF B8=1] How helpful do you think collaboration with other coaches is to your work as a coach?

○ Very helpful

○ Helpful

○ Somewhat helpful

○ Not at all helpful

Source: Newly developed item

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C.   Resources for Coaching

Coaches may have access to a variety of resources to support and guide their coaching practice. In this section, we want to learn more about those resources.

Is your coaching approach based on one or more of the following?

SELECT ONE OR MORE

☐₁ Coaching tied to a specific curriculum (for example, Building Blocks, Creative Curriculum)

☐₂ MyTeachingPartner™

☐₃ Practice-Based Coaching (PBC)

☐₄ Relationship-Based Coaching model

☐₅ My coaching approach is locally designed (by me or the organization I work for).

☐₆ My coaching is entirely individualized and not based on a single coaching approach.

☐₇ Other *(please specify)*

Source: FACES 2014 Director Survey

[IF C1=3] Have you attended a Practice-Based Coaching (PBC) institute or participated in a PBC webinar?

◯₁ Yes

◯₀ No

Source: Newly developed item

How often do you use the following resources to inform your coaching?

SELECT ONE FOR EACH ROW

		Always	Usually	Sometimes	Rarely	Never
a.	A program guide, manual, or set of written materials that explain how you should deliver coaching	○₁	○₂	○₃	○₄	○₅
b.	Logs or other instruments to record coaching practices	○₁	○₂	○₃	○₄	○₅
c.	Formal assessments or other tools that you or others complete to record individual [teacher/provider] progress	○₁	○₂	○₃	○₄	○₅
d.	Forms for action planning (**Hover Text:** Action planning refers to making plans to help [teachers/providers] reach goals)	○₁	○₂	○₃	○₄	○₅
e.	My state's early learning standards or guidelines for coaching	○₁	○₂	○₃	○₄	○₅
f.	Program's curricula	○₁	○₂	○₃	○₄	○₅
g.	Child assessment or child progress monitoring information	○₁	○₂	○₃	○₄	○₅
h.	Administrative data such as QRIS ratings or [teacher/provider] evaluations to guide my coaching	○₁	○₂	○₃	○₄	○₅
i.	Information from other professional development opportunities that are provided to [teachers/providers] that I am coaching	○₁	○₂	○₃	○₄	○₅
j.	Information from the National Center on Development, Teaching, and Learning to inform coaching	○₁	○₂	○₃	○₄	○₅
k.	Resources you find online	○₁	○₂	○₃	○₄	○₅

Source: Newly developed item

D.   Coaching Structure and Approaches

Now, we would like to know more about the ways that you interact with the [teachers/FCC providers] that you coach. We would first like learn about the frequency and duration of coaching meetings with [teachers/FCC providers].

Do you coach [teachers/providers] year-round? In other words, do you provide coaching during the summer?

○ Yes

○ No

Source: Newly developed item

On average, how frequently do you have coaching meetings with an individual [teacher/provider] that you coach?

○ Two to three times a week

○ About once a week

○ Two to three times a month

○ About once a month

○ Less than monthly

Source: Newly developed item

On average, how much time do you spend in a typical coaching meeting <u>interacting</u> with an individual [teacher/provider] whom you coach? Please do not include time or meetings focused only on observing the [teacher/provider]. Please enter hours or minutes per meeting.

[   ][   ]

MINUTES

[   ][   ]

HOURS

Source: Newly developed item

How much of your coaching with [teachers/providers] is done remotely (that is, by phone, online, or through another type of video conference)?

- ◯₁ All
- ◯₂ Most
- ◯₃ At least half
- ◯₄ Some
- ◯₅ None

Source: Newly developed item

On average, how often over a typical month do you use the following approaches between coaching meetings to communicate or interact with an individual [teacher/provider] that you coach?

SELECT ONE FOR EACH ROW

		Never	About once per month	About every other week	About once a week	Once a day	More than once a day
a.	Phone call	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
b.	Brief drop-in visits (face-to-face check in)	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
c.	Email	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
d.	Text message	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
e.	Online messaging (e.g., instant messenger, Google Chat)	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
f.	Brief virtual meeting (such as Skype, GoToMeeting, Facetime)	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
g.	Social media (such as Facebook, Twitter)	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆
h.	Other *(please specify)*	◯₁	◯₂	◯₃	◯₄	◯₅	◯₆

Source: ELMC Coach Survey

Do you ever change your coaching strategies for any of the following reasons?

SELECT ONE OR MORE

☐₁ [Teacher/provider] years of experience

☐₂ [Teacher/provider] skill level

☐₃ Length of relationship with [teacher/provider]

☐₄ [Teacher/provider] comfort level with coaching

☐₅ [Teacher/provider] stress level

☐₆ Immediate [teacher/provider] or classroom crisis

☐₇ Other reason *(please specify)*

☐₈ I do not change strategies much between [teachers/providers] ➡ **GO TO D9**

[IF D6=1, 2, 3, 4, 5, 6, or 7] Think about the way you coach different [teachers/providers]. How often do you change how you do the following activities?

SELECT ONE FOR EACH ROW

		Never Changes/ Always the same for each teacher/ provider	Sometimes needs to be changed	Often needs to be changed	Always needs to be changed/ unique to each teacher/ provider	I do not do this activity with teachers/ providers
a.	Assess [teacher/provider] needs	○₁	○₂	○₃	○₄	○₄
b.	Observe [teacher/provider] practice	○₁	○₂	○₃	○₄	○₄
c.	Set goals and assess progress towards goals	○₁	○₂	○₃	○₄	○₄
d.	Provide feedback to [teachers/providers]	○₁	○₂	○₃	○₄	○₄
e.	Model behaviors for [teachers/providers]	○₁	○₂	○₃	○₄	○₄
f.	Amount of time working on building a trusting relationship	○₁	○₂	○₃	○₄	○₄
g.	Amount of time spent on practicing skills needed to reach selected goals	○₁	○₂	○₃	○₄	○₄

E.   Coaching Activities and Strategies

Now we would like to learn more about the types of things you do in coaching meetings with [teachers/providers].

B10 When coaching a typical [teacher/provider], how often do you do the following activities?

SELECT ONE FOR EACH ROW

		Never	Rarely	Sometimes	Often	Almost always
a.	Problem solve on personal issues	○₁	○₂	○₃	○₄	○₅
b.	Provide emotional support	○₁	○₂	○₃	○₄	○₅
c.	Work on stress reduction	○₁	○₂	○₃	○₄	○₅
d.	Help with classroom/FCC preparation of materials, lesson plans, scheduling	○₁	○₂	○₃	○₄	○₅
e.	[D4=2, 3, 4, or 5] Work as an assistant in [classroom/child care room] (such as help manage a child or lead a project activity, while [teacher/provider] is busy)	○₁	○₂	○₃	○₄	○₅
f.	Facilitate opportunities for other professional development	○₁	○₂	○₃	○₄	○₅
g.	Actively develop rapport/trust	○₁	○₂	○₃	○₄	○₅

Source: Adapted from ELMC Coach Survey

When coaching a typical [teacher/provider], how often do you use the following *practice and modeling* strategies?

SELECT ONE FOR EACH ROW

		Never	Rarely	Sometimes	Often	Almost always
a.	Demonstrate/model skills and strategies with children	◯ 1	◯ 2	◯ 3	◯ 4	◯ 5
b.	Demonstrate/model skills and strategies by using video exemplars (either to watch together or on own)	◯ 1	◯ 2	◯ 3	◯ 4	◯ 5
c.	Ask [teachers/providers] that you are coaching to video record their practice	◯ 1	◯ 2	◯ 3	◯ 4	◯ 5
d.	Provide something to help the [teacher/provider] to remember to use a skill or strategy (for example, send a text or ask team member to remind)	◯ 1	◯ 2	◯ 3	◯ 4	◯ 5

Source: Adapted from ELMC Coach Survey

When coaching a typical [teacher/provider], how often do you use the following *observation/reflection and feedback* strategies?

SELECT ONE FOR EACH ROW

		Never	Rarely	Sometimes	Often	Almost always
a.	Conduct observation of teacher's/provider's work (live or via video)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
b.	Discuss with [teacher/provider] about how they implemented the observed practice	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
c.	Discuss with [teacher/provider] about someone else's work with children (based on live observation of peers or video-recordings of others)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
d.	Provide verbal feedback on [teacher/provider] strengths	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
e.	Provide verbal feedback on areas for [teacher/provider] growth	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
f.	Provide written feedback to [teacher/provider] (e.g., on paper, text, email, etc.)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
g.	Share *printed* materials and resources	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$

h.   Share *web-based* materials and

B10 **When coaching a typical [teacher/provider], how often do you use the following strategies?**

SELECT ONE FOR EACH ROW

I ask [teachers/providers] to think about and discuss with me…	Never	Rarely	Sometimes	Often	Almost always
a. How well they are implementing practices in the [classroom/child care setting].	○₁	○₂	○₃	○₄	○₅
b. Ways they can improve their practice in the [classroom/child care setting].	○₁	○₂	○₃	○₄	○₅
c. What they observe in their own practice and other questions to stimulate thinking in support of the [teacher's/provider's] learning.	○₁	○₂	○₃	○₄	○₅
d. Their experiences in the [classroom/child care setting] and what went well and what was less successful.	○₁	○₂	○₃	○₄	○₅

Source: Newly developed item

F. Assessment and Observation Strategies

In this section, we want you to think about the observational assessment tools that you use in coaching.

**Please tell us how you use observational assessment data in your work as a coach.
I use observational assessment data to…**

SELECT ONE OR MORE

☐₁ Inform decisions about who will receive coaching

☐₂ Inform decisions about what activities or strategies to use as part of my coaching

☐₃ Measure changes in [teacher/provider] practice

☐₄ Inform decisions about topics to focus on in coaching

☐₅ Inform decisions about what other professional development or technical assistance is needed for [teachers/providers]

☐₆ Share data with [teacher/provider's] supervisor (e.g., informing the [teacher/provider] supervisor/manager about [teacher/provider] progress)

☐₇ I do not use any observational tools in my coaching work. ➜ **GO TO G1**

Source: Newly developed item

[IF F1=1, 2, 3, 4, 5, or 6] Which of the following observational assessment tools are you currently using in your coaching work to assess [teacher/provider] needs or progress? Include data that you collect yourself as well as data made available to you.

SELECT ONE OR MORE

☐₁ Classroom Assessment Scoring System (CLASS)

☐₂ Early Language & Literacy Classroom Observation (ELLCO)

☐₃ Adult-Child Interactive Reading Inventory (ACIRI)

☐₄ Teacher-Pupil Observation Tool (T-POT)

☐₅ Early Childhood Environment Rating Scale (ECERS)

☐₆ Infant/Toddler Environment Rating Scale (ITERS)

☐₇ Family Child Care Environment Rating Scale (FCCERS)

☐₈ Child/Home Early Language and Literacy Observation (CHELLO)

☐₉ Home Visit Rating Scales (HOVRS)

☐₁₀ Coach-created observational assessment tools

☐₁₁ Observational assessment tools created for the coaching model/approach that I use

☐₁₂ Observational assessment tools created by the center or program in which I'm coaching

☐₁₃ Other observational assessment tools *(please specify)*

Source: ELMC Coach Survey

[IF F1=1, 2, 3, 4, 5, or 6] When coaching a typical [teacher/provider], how often do you use data from an observational assessment tool to assess their practice and inform your coaching?

- ◯₁ Almost always
- ◯₂ Often
- ◯₃ Sometimes
- ◯₄ Rarely

Source: Newly developed item

G. Goal Setting and Planning

In this section, please think about the processes you use for setting and working toward goals with [teachers/providers].

Does your work with [teachers/providers] involve setting formal specified goals?

- ○₁ Yes, always
- ○₂ Yes, sometimes
- ○₀ No ➡ **GO TO H1**

Source: Newly developed item

[IF G1=1 or 2] Which of the following statements most closely describe the role of a typical [teacher/provider] in the goal-setting process?

SELECT ONE OR MORE

- ○₁ All goals are determined outside of the coaching process without [teacher/provider] input
- ○₂ I tell the [teacher/provider] what the larger goal is and we discuss how to break it up into small goals to work on
- ○₃ I present different recommendations and the [teacher/provider] selects one or agrees to begin with one of them
- ○₄ The [teacher/provider] and I discuss strengths and challenges and determine together the next goal
- ○₅ The]teacher/provider] and I discuss the [teacher's/provider's] career goals and consider what the practice goals should be
- ○₆ The [teacher/provider] tells me what he or she wants to work on

Source: Newly developed item

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[IF G1=1 or 2, G2 NE 1] When setting goals with a typical [teacher/provider], how often do you…

SELECT ONE FOR EACH ROW

		Almost Always	Usually	Sometimes	Rarely	Never
a.	Use an established goal-setting framework to guide the goal setting (e.g., SMART goals; goal setting templates)?	○1	○2	○3	○4	○5
b.	Use classroom observation scores to select goals?	○1	○2	○3	○4	○5
c.	Use child assessments or progress monitoring in setting goals?	○1	○2	○3	○4	○5
d.	Work with [teachers/providers] to determine the area(s) of focus for goal setting?	○1	○2	○3	○4	○5
e.	Work with program or center directors or supervisors to determine the area(s) of focus for goal setting?	○1	○2	○3	○4	○5
f.	Set broad, big picture goals?	○1	○2	○3	○4	○5
g.	Set specific goals?	○1	○2	○3	○4	○5
h.	Set goals that can be reached within a					
		1	2	3	4	5

Source: Newly developed item

[IF G1=1 or 2] What are typical areas of focus for goals in your coaching?

SELECT ONE OR MORE

- ☐1 [Teacher/provider]-child interactions
- ☐2 Supporting child development/learning in a specific domain (for example, language, literacy, mathematics, fine motor, or social-emotional)
- ☐3 Using/implementing a curriculum (with fidelity)
- ☐4 Behavior or classroom management (including organization of schedule, space and materials, establishing routines, preventing social problems)
- ☐5 Meeting individual learning needs
- ☐6 Increasing scores on observation measures/environment scales
- ☐7 Other *(please specify)*

Source: Newly developed item

[IF G1=1 or 2, G4=2] What specific child outcome domains are typically the focus of goals in your coaching?

SELECT ONE OR MORE

☐₁ Language

☐₂ Literacy (sounds and letters, early reading and/or writing skills)

☐₃ Mathematics

☐₄ Science

☐₅ Social skills or classroom behavior

☐₆ Physical health/well-being; fine or gross motor development

☐₇ Other *(please specify)*

Source: Newly developed item

H. Thoughts About Coaching

Now we would like to learn more about your thoughts related to successful coaching.

H1 **B10** **Coaches use different strategies to support [teachers'/providers'] practice in the classroom/child care setting. Thinking about these strategies, how important do you think each of the following is to successful coaching?**

SELECT ONE FOR EACH ROW

How important is it to...	Highly important	Somewhat important	Mildly important	Not important
a. Have [teachers/providers] demonstrate how to use specific skills	○₁	○₂	○₃	○₄
b. Model specific skills for [teachers/providers]	○₁	○₂	○₃	○₄
c. Observe the [teacher/provider] in the [classroom/FCC] (with children)	○₁	○₂	○₃	○₄
d. Provide verbal feedback to [teachers/providers]	○₁	○₂	○₃	○₄
e. Provide written feedback to [teachers/providers]	○₁	○₂	○₃	○₄
f. Have [teachers/providers] reflect (think about and evaluate) their own practice and share ideas with me	○₁	○₂	○₃	○₄
g. Set goals and/or review progress toward goals with the [teacher/provider]	○₁	○₂	○₃	○₄
h. Plan next steps for meeting goals with the [teacher/provider]	○₁	○₂	○₃	○₄
i. Meet with [teachers/providers] when children are not present	○₁	○₂	○₃	○₄
j. Meet with the whole teaching team for the [classroom/FCC]	○₁	○₂	○₃	○₄

Source: Adapted from Head Start CARES End of Year Reflections

Thinking about <u>your own work and learning experiences</u>, how important do you think each of the following are to your success as a coach?

SELECT ONE PER ROW

	How important is…	Highly important	Somewhat important	Mildly important	Not important	Don't know
a.	Knowledge of early childhood development	○1	○2	○3	○4	○5
b.	Knowledge of adult learning strategies	○1	○2	○3	○4	○5
c.	Experience teaching in early care and education programs	○1	○2	○3	○4	○5
d.	Experience training, teaching, mentoring, or coaching adults	○1	○2	○3	○4	○5
e.	Supervisory experience	○1	○2	○3	○4	○5
f.	Experience working with [teachers/providers] from different cultural backgrounds	○1	○2	○3	○4	○5
g.	Interpersonal skills	○1	○2	○3	○4	○5
h.	Language and culture match (with [teachers/providers] and/or families and children)	○1	○2	○3	○4	○5
i.	Experience using data to inform coaching and/or practices in the [classroom/child care setting]	○1	○2	○3	○4	○5

Source: Adapted from ELMC Grantee Survey and Director Survey

Thinking about <u>staff and program characteristics</u>, how important do you think each of the following are to your success as a coach?

SELECT ONE PER ROW

	How important is…	Highly important	Somewhat important	Mildly important	Not important	Don't know
a.	[Teacher/provider] engagement/interest (e.g., completes activities, follows through on practice)	○1	○2	○3	○4	○5
b.	Coach-[teacher/provider] trust	○1	○2	○3	○4	○5
c.	Coach-[teacher/provider] relationship quality	○1	○2	○3	○4	○5
d.	Clear coach-[teacher/provider] communication	○1	○2	○3	○4	○5
e.	[Teacher/provider] ability to reflect on their own practice	○1	○2	○3	○4	○5

Source: Adapted from ELMC Coach

I. Challenges and Barriers to Coaching

We would now like to get some information about the areas of coaching that you find most challenging.

To what extent are the following factors challenging to you as a coach? (please select one for each response option)

SELECT ONE FOR EACH ROW

	How challenging is...	Never challenging	Sometimes challenging	Often challenging	Always challenging	NA or I have never encountered these challenges
a.	[IF CENTER BASED] Level of support from center or program director	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
b.	[IF CENTER BASED] Directors or supervisors who interfere with the coaching process	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
c.	[IF CENTER BASED] Teacher turnover	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
d.	[IF CENTER BASED] Staff/coach ratio (too many teachers and too few coaches)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
e.	[Teacher/provider] resistance to the coaching process	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
f.	General lack of [teacher/provider] classroom management skills	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
g.	Prepping for coaching off-the-clock	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
h.	Lack of coach time for coach-[teacher/provider] meetings	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
i.	Lack of teacher release time for coach-[teacher/provider] meetings	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
j.	Difficulty finding space for coach-[teacher/provider] meetings	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
k.	Travel issues (distance between centers where coaching)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
l.	Technology problems (such as internet access, availability of technology)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
m.	Communication challenges with [teachers/providers] (including lack of resources in other languages)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
n.	[Teacher/provider] personal crises, stress or mental health issues	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
o.	Lack of training or professional development for coaching	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
p.	[Teachers/providers] who are needy (e.g., want too much of my time)	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$
q.	[IF CENTER BASED] Teacher discomfort with observation	$\bigcirc_1$	$\bigcirc_2$	$\bigcirc_3$	$\bigcirc_4$	$\bigcirc_5$

Source: ELMC Coach Survey
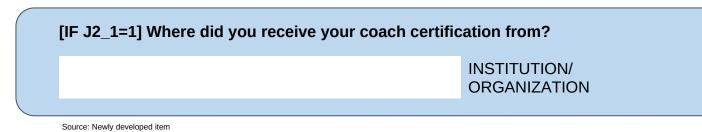
J. Your Background

Finally, we'd like to ask some questions about your background and experience.

What is the highest level of education you have completed?
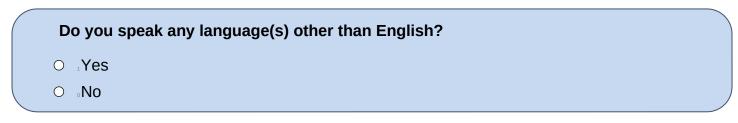
SELECT ONE ONLY

- ○ ₁ High school diploma/GED/or equivalent
- ○ ₂ Some college, but no degree
- ○ ₃ Associate's degree (AA)
- ○ ₄ Bachelor's degree (BA or BS)
- ○ ₅ Some graduate school
- ○ ₆ Master's Degree (MA) or above

Source: Head Start CARES Coach Survey

Do you have any of the following certificates or licenses?

SELECT ONE OR MORE

- ☐ ₁ Coach certification
- ☐ ₂ State-awarded teaching certificate
- ☐ ₃ Child Development Associate (CDA) credential
- ☐ ₄ Special education teacher degree
- ☐ ₅ Social Work, Psychology, or Counseling license
- ☐ ₆ Other *(please specify)*

- ☐ ₇ None of the above

Source: ELMC Coach Survey

[IF J2_1=1] Where did you receive your coach certification from?

INSTITUTION/
ORGANIZATION

Source: Newly developed item

How many years of experience do you have working with preschoolers in early childhood education settings?

☐☐ YEARS

Source: ELMC Coach Survey

How many years of professional experience do you have with teaching and training adults?

☐☐ YEARS

Source: Adapted from ELMC Coach Survey

How many more years do you plan to work as a coach in early childhood?

☐☐ YEARS

Source: Newly developed item

What is your ethnicity?

SELECT ONE ONLY

○ ₁ Hispanic or Latino

○ ₂ Not Hispanic or Latino

Source: ELMC Coach Survey

What is your race?

SELECT ONE OR MORE

☐ ₁ American Indian or Alaska Native

☐ ₂ Black or African American

☐ ₃ Asian

☐ ₄ Native Hawaiian or Other Pacific Islander

☐ ₅ White

Source: ELMC Coach Survey

Do you speak any language(s) other than English?

○ Yes

○ No

Source: Head Start CARES Demographic Survey

K. Conclusion

Thank you for your participation in this survey. Please provide the mailing address to where we should send your $20 thank-you gift card. You will receive it in about 2 weeks.

First Name:

Last Name:

Street Address Line 1:

Street Address Line 2:

City:

State:

Zip Code:

☐ ᵣ I do not wish to receive an honorarium.

Thank you for completing the SCOPE Coach Survey.

End

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