



The SCOPE study:

Understanding the prevalence, implementation, combination, and tailoring of core features of coaching in early care and education

Presentation for the NRCEC 2020 Virtual Event Series

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Elizabeth Cavadel, Emily Moiduddin, Yange Xue, Liz Blesson, Natalie Larkin

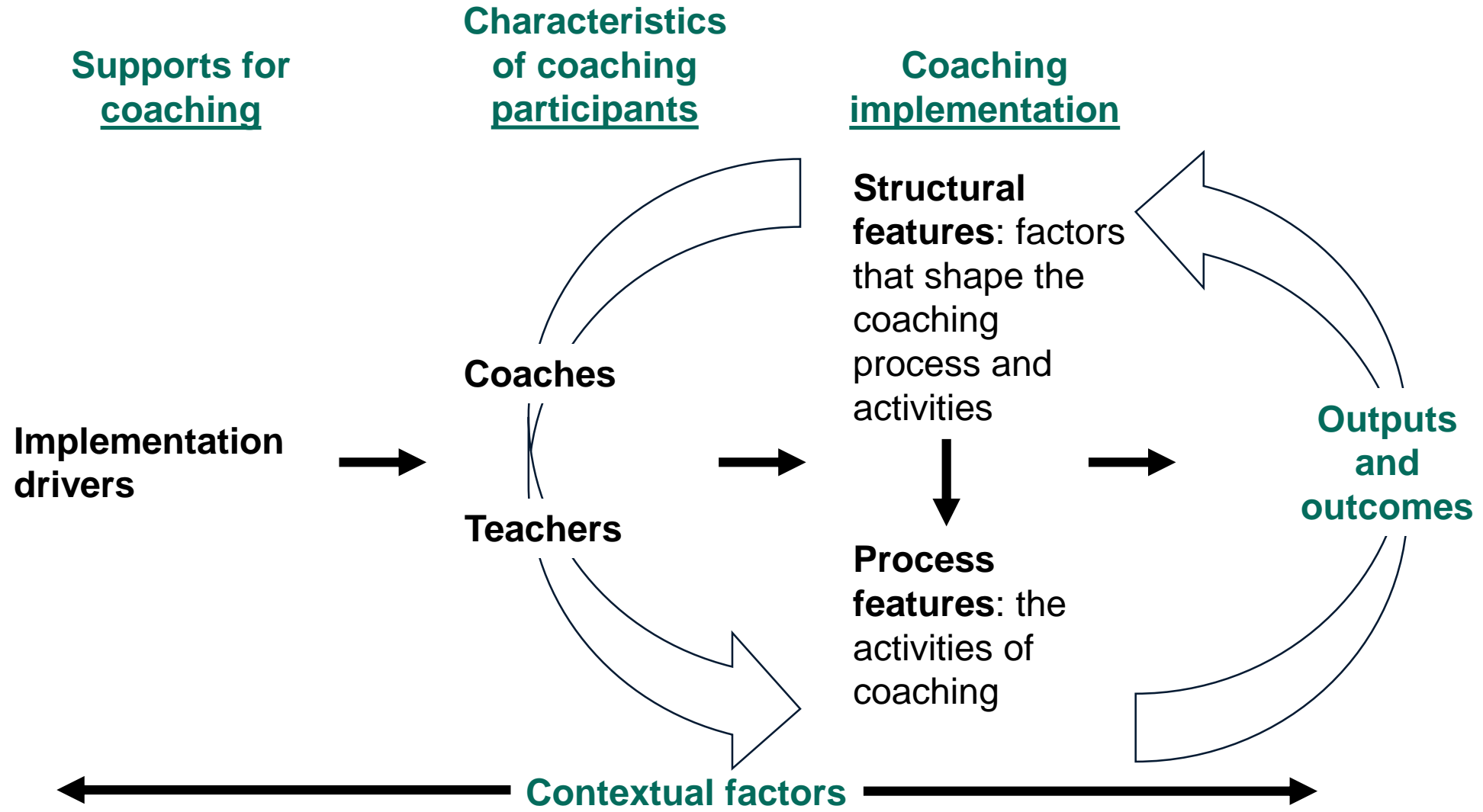
Acknowledgments

- / This project is funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF).**
- / Project officers are Wendy DeCoursey and Tracy Carter Clopet.**
- / SCOPE is being conducted by a partnership including Mathematica, Child Trends, and the Children's Learning Institute at the UT Health Science Center.**

SCOPE goals

- / Identify core features of coaching that are used as professional development for improving practice in early care and education preschool settings**
- / Describe how coaching features vary across center-based and family child care (FCC) settings**
- / Describe the contextual factors and drivers that may influence coaching implementation and features**

High-level conceptual model



Survey data collection: eligibility

- / **Web-based surveys with coaches, center-based or FCC providers, and center directors in 7 states from February to July 2019**
 - We aimed to recruit a group of connected respondents
 - We required that respondent coaches and teachers/FCC providers had been working together for at least four months or four visits
- / **Settings had to serve low-income, preschool-age children**
- / **Coaching focused on improving classroom practice**
- / ***Not a representative sample***
 - The coaching described by this sample may have a more defined structure and/or intended process than a broader population.

Survey data collection: respondents

Respondents	Total	Head Start centers	Other centers	FCCs
Coaches	100	42	28	30
Teachers	130	80	50	-
FCC providers	38	-	-	38
Center directors	66	39	27	

Survey topics

- / Coach and teacher/provider characteristics**
- / Implementation drivers (training, supervision)**
- / Structural features of coaching (content, dosage)**
- / Process features of coaching (goal setting, observation, reflection)**
- / Center director involvement and support for coaching, and center context**

Today, we will discuss descriptive data focused on:

- 1) **Coaches, their caseload, and coaching dosage**
- 2) **The activities and features of coaching**
- 3) **Center context and support for coaching**

Coaches, their caseload, and coaching dosage

SCOPE coaches: education and experience

Coach education	Head Start centers	Other centers	FCCs
BA or higher	97%	92%	77%
Years working with preschoolers	16 years	15 years	18 years
Years experience teaching and training adults	8 years	7 years	10 years
Years as a coach to ECE teachers/providers	4 years	4 years	7 years

Source: SCOPE Winter/Spring 2019 Coach Survey

Sample size: 100 coaches

SCOPE coaches: race and ethnicity

Coach race	Head Start centers	Other centers	FCCs
African American or Black	7%	7%	17%
Asian	10%	4%	3%
Native Hawaiian, Other Pacific Islander, or AIAN	7%	4%	3%
White	76%	85%	80%
Coach ethnicity			
Hispanic or Latino	17%	44%	20%

Source: SCOPE Winter/Spring 2019 Coach Survey

Sample size: 100 coaches

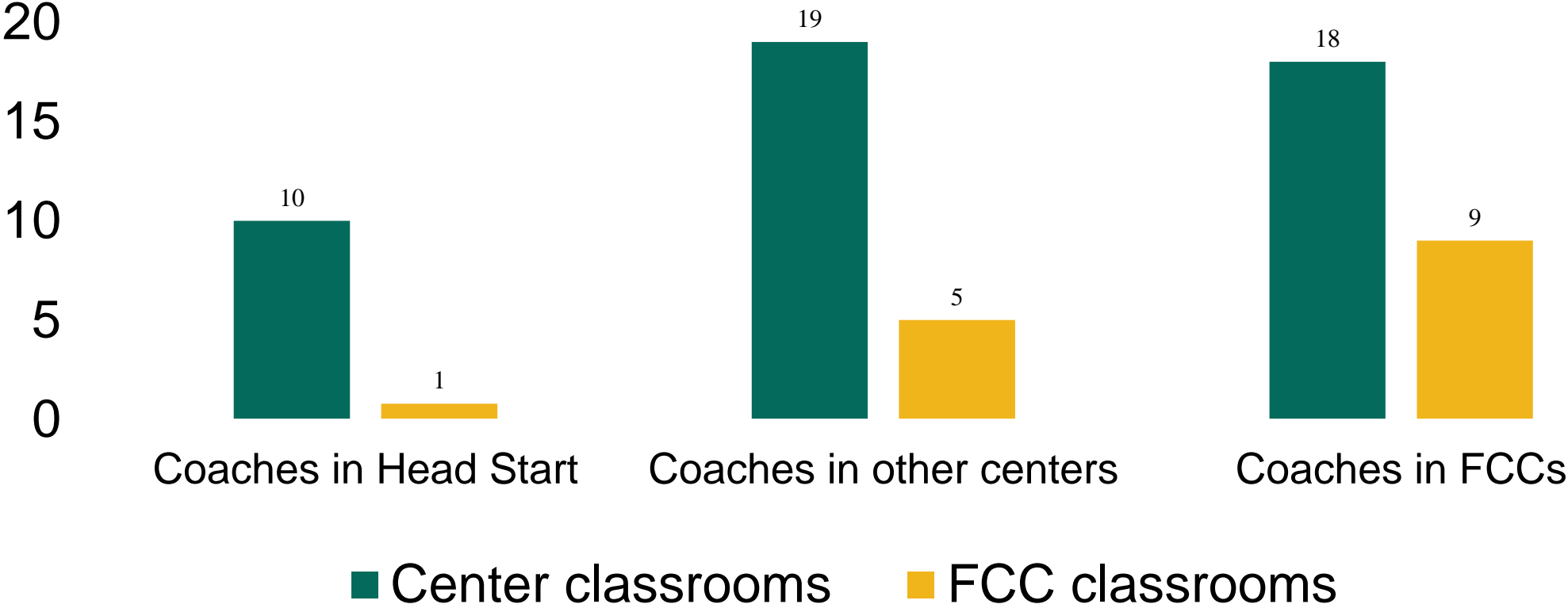
SCOPE coaches: time spent coaching

- / Among coaches with a full-time job (≥ 35 hours/week; 95% of coaches), there is variation in how much of their job is spent coaching.**
 - About half of coaches (55%) say they spend the majority ($>75\%$) of their job coaching
 - 19% spend between $\frac{1}{2}$ and $\frac{3}{4}$ of their time coaching
 - 26% spend less than half their time coaching
- / This breakdown was similar across setting type, with Head Start coaches spending slightly less time coaching (38% of Head start coaches spend less than half their time coaching)**

SCOPE coaches: caseload

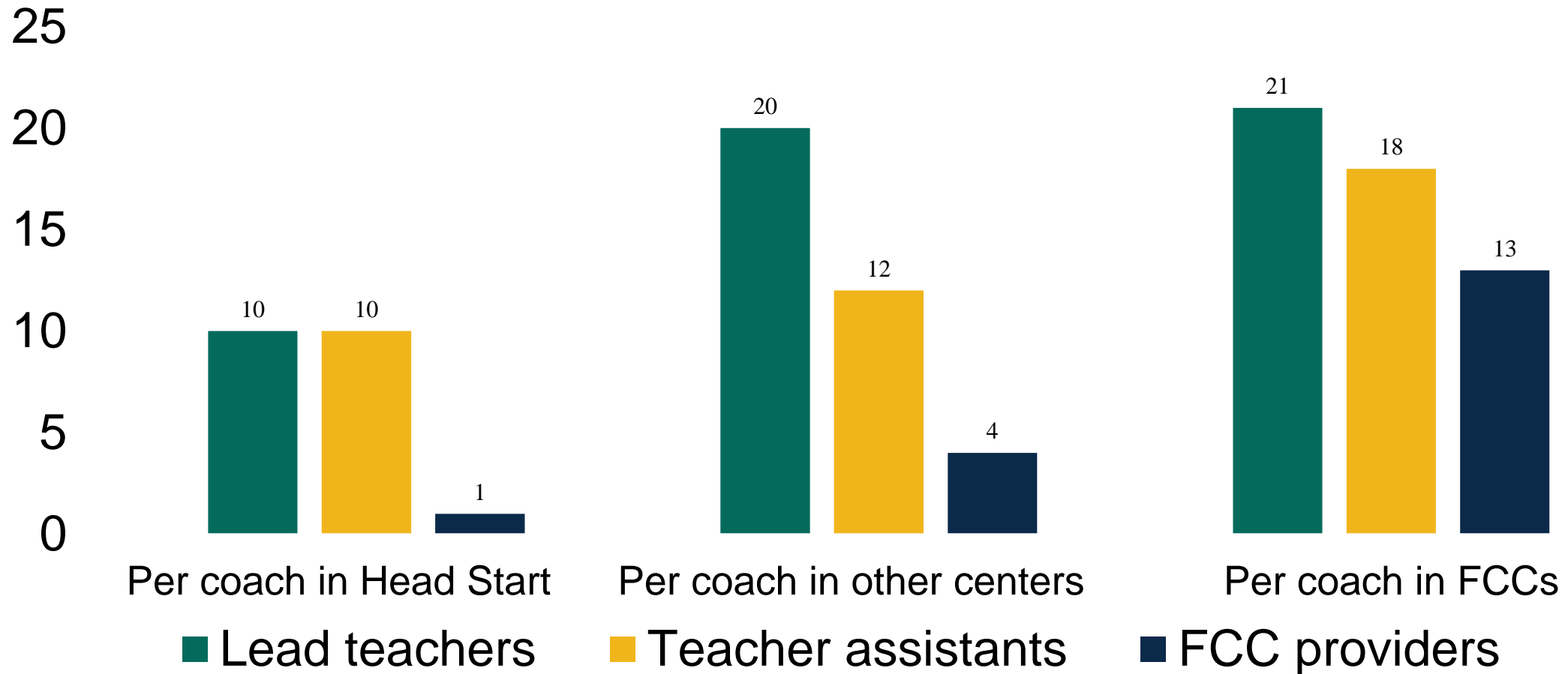
- / **Lots of variation and many ways to measure caseload**
- / **46% of coaches have mixed caseloads (work with centers and FCCs)**
- / **Number of classrooms that coaches work with:**
 - Across settings, individual coaches work with an average of 4 FCC classrooms (range 0-40) and 15 center-based classrooms (range 0-50)
- / **Number of teachers/providers that coaches work with:**
 - Across settings, individual coaches work with an average of 16 lead teachers (range 0-50) and 13 FCC providers (range 0-50)

Average number of classrooms in coach caseload, by setting



Source: SCOPE Winter/Spring 2019 Coach Survey
Sample size: 100 coaches

Average number of staff in coach caseload, by setting



SCOPE coaches, teachers, and providers: dosage and communication

/ **Majority of coaches meet with teachers/providers at least once a month**

- 40% of coaches in Head Start and 50% of coaches in other center-based settings report meeting 2-3 times per month
- 47% of coaches in FCCs meet with their coach monthly; 33% report meeting 2-3 times per month

/ **Average meeting is about an hour in center-based settings, longer in FCC settings**

/ **Between meetings, email and drop-in visits are the most common methods of communication**

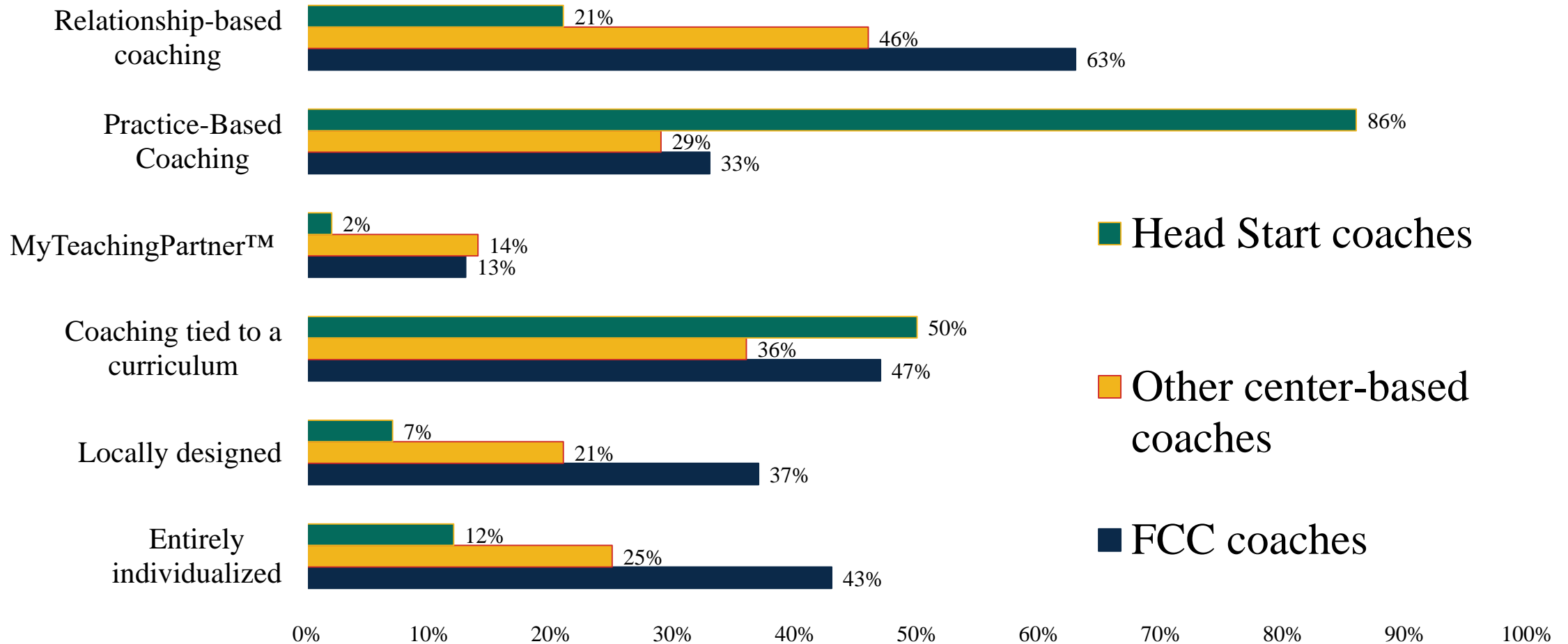
- 77% of teachers/providers say they communicate with coach between meetings

Key takeaways about coach background, caseload, and coaching dosage

- / Most coaches have a bachelor's degree and multiple years of experience with preschoolers and teaching/training adults**
- / There is variation in the time coaches spend on coaching out of their total work hours**
- / Caseload ranges widely and is challenging to measure**
- / Coaches and teachers/providers meet at least monthly and communicate regularly**

The activities and features of coaching

SCOPE coaches: coaching approaches



Source: SCOPE Winter/Spring 2019 Coach Survey

Sample: 100 Coaches

SCOPE coaches: coaching activities

/ **Ways coaches commonly support teachers/providers during coaching meetings:**

- 92% often or almost always work on developing rapport/trust
- 64% often or almost always problem solve personal issues
- 53% often or almost always provide emotional support

/ **Less frequent activities:**

- 50% rarely or never help with preparing materials or lesson plans
- 39% rarely or never support stress reduction

/ **Other activities coaches engage in during coaching meetings:**

- 53% of coaches often or almost always work as an assistant in the classroom
- 43% of coaches often or almost always facilitate opportunities for other PD

SCOPE coaches: coaching features

Feature (frequency of use with a typical teacher or provider)	Never/rarely	Sometimes	Often/almost always
Conduct observation of teacher/provider live or via video	12%	9%	79%
Feedback			
Discuss how teacher/provider implemented the observed practice	2%	13%	85%
Provide verbal feedback on strengths	0%	5%	95%
Provide verbal feedback on areas for growth	0%	11%	89%
Models/demonstrates skills with children	7%	15%	78%
Ask teacher/provider to video record their practice	51%	28%	21%
Ask teacher/provider to reflect on their practice	2%	18%	80%

Source: SCOPE Winter/Spring 2019 Coach Survey

Sample size: 100 coaches

SCOPE coaches: goal setting

- / **65% of coaches report always setting formal goals**
- / **84% of coaches say goals are jointly determined by coach and teacher/provider**
 - Coaches report multiple ways of involving teachers/providers (e.g., discussing strengths and challenges, breaking up a goal into small parts, discussing career goals)
- / **Examples of goal setting strategies used often or almost always**
 - 68% of coaches use classroom observation scores
 - 62% use a goal setting framework
 - 30% use child assessments
 - 34% work with center directors to determine goal focus

SCOPE coaches: focus of goals

Focus	Percentage (%)
Behavior or classroom management	94%
Teacher/provider-child interactions	93%
Increasing scores on observation measures/environment scales	74%
Supporting child development/learning in a specific domain	72%
Meeting individual learning needs	61%
Using/implementing a curriculum (with fidelity)	56%
Other area of focus	4%

Source: SCOPE Winter/Spring 2019 Coach Survey

Sample size: 100 coaches

SCOPE teachers and providers: coaching strategies and activities

/ **Teachers/providers generally report experiencing the same strategies and activities that coaches report providing**

- Teachers/providers report coaches assisting in classroom less frequently than coaches reported (25% of teachers/providers say it happens often or almost always, compared with 53% of coaches)
- Teachers/providers report coaches modeling less frequently than coaches reported (56% of teachers/providers say it happens often or almost always, compared with 78% of coaches)

/ **Across their responses, teachers/providers report that coaches are often or almost always supportive and encouraging**

Key takeaways about coaching activities and features

- / Coaches use multiple approaches and models**
- / There are similarities in which process features coaches use**
 - Coaches may use these features in different ways or at different times
- / Coaching activities are directed at a wide range of goals and foci, even though we focused on coaching for instructional practice**
- / Teachers/providers generally report receiving what coaches say they provide**

Center context and support for coaching

SCOPE center directors: center context for coaching

/ **Number of teachers receiving coaching:**

- Head Start center directors (n = 39):
 - 89% lead teachers and 88% of assistant teachers receive coaching
- Other centers (n = 27):
 - 81% of lead teachers and 74% of assistant teachers receive coaching

/ **For most of these sampled centers, coaching is ongoing (no preset end) and required for teachers**

/ **Many centers provide the coaches an introductory meeting or informal training but fewer provide formal training**

/ **Directors report classroom observations, curriculum, and overall program goals are key influences of coaching goals**

SCOPE center directors: reasons teachers receive coaching

Reason	Head Start centers	Other centers
Supporting teacher/classroom practice	95%	93%
Improving QRIS rating	33%	68%
Monitoring or licensing requirement	44%	30%
Concerns about performance	54%	19%
Requirement related to center/program funding	49%	19%

Source: SCOPE Winter/Spring 2019 Center Director Survey

Sample size: 66 center directors

SCOPE center directors: coaching focus

Focus	Head Start centers	Other centers
Relationships	96%	89%
Teacher-child interactions	88%	83%
Child development and learning	75%	72%
Curriculum	75%	56%
Teaching content areas	50%	50%
Health, safety, nutrition	29%	44%
Family engagement	29%	50%
Culture, diversity, equity	33%	50%

Source: SCOPE Winter/Spring 2019 Center Director Survey

Sample size: 66 center directors

Key takeaways about center context

- / The center directors in this study report that both lead and assistant teachers are receiving coaching**
- / Classroom observations, curriculum, and program goals are influences on the goals for coaching**
- / There are a range of reasons why teachers receive coaching and variety in the coaching focus**
 - The focus of coaching is similar across Head Start and other types of centers, with a few exceptions.

Challenges to coaching

Most frequent coach challenges

Coach challenges	Head Start centers	Other centers	FCCs
Teacher turnover	83%	100%	-
Lack of teacher/provider classroom management skills	88%	100%	87%
Teacher/provider resistance	95%	93%	90%
Lack of teacher release time	85%	89%	80%
Level of support from director	52%	89%	-
Teacher/provider personal crises, stress, mental health issue	86%	85%	87%
Staff/coach ratio	74%	85%	-
Lack of coach time	93%	81%	73%

Source: SCOPE Winter/Spring 2019 coach survey

Sample size: 100 coaches

Most frequent center director challenges

Center director challenges	Head Start centers	Other centers
Lack of teacher time	89%	50%
Availability of substitutes	86%	63%
Lack of coach time	84%	54%
Teacher openness	82%	62%

Source: SCOPE Winter/Spring 2019 Director Survey

Sample size: 66 center directors



Where are we going from here?

/ **Future analyses to examine topics more deeply:**

- Background of coaches and teachers
- Caseloads
- Dosage and communication
- Goal setting and focus
- Coaching strategies (emotion-based and instrumental supports)
- Coaching activities
- Individualization

• **New data collection to understand shifts in coaching and professional development more broadly in the current time:**

- 15-minute surveys with coaches, center directors, FCC providers
- 30-minute interviews

For further information about SCOPE

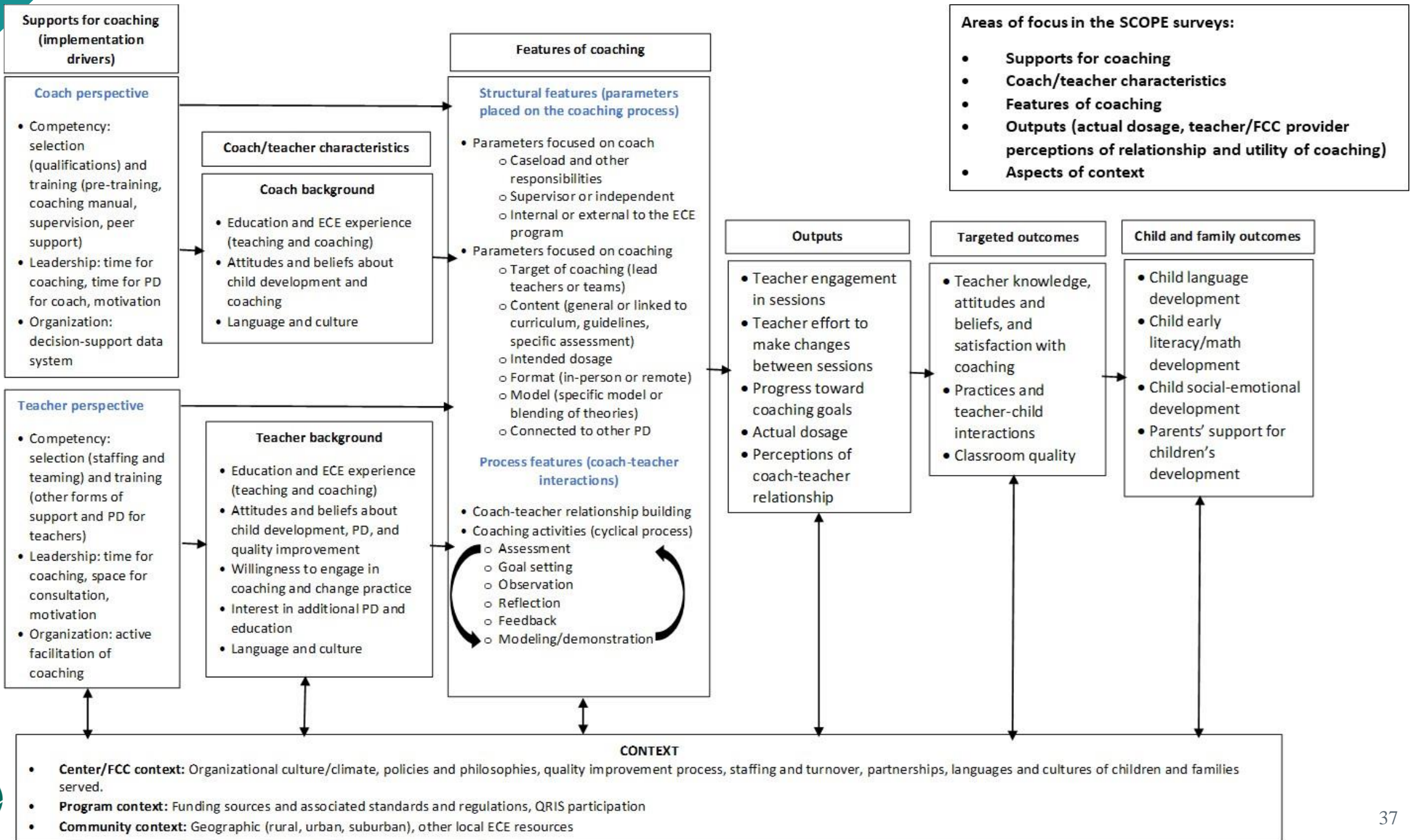
/ **OPRE:**

- Wendy DeCoursey: Wendy.Decoursey@acf.hhs.gov
- Tracy Carter Clopet: Tracy.Clopet@acf.hhs.gov

/ **Mathematica:**

- Elizabeth Cavadel: ecavadel@mathematica-mpr.com
- Emily Moiduddin: emoiduddin@mathematica-mpr.com

Additional slides



Exploring profiles of process features of coaching

/ Are there profiles of process features of coaching?

- Considered process features related to observation, feedback, goals, communication, approach to interaction
- Examined coach and teacher/FCC provider surveys

/ Did not find distinct profiles (combinations of process features)

- Process features were used in similar ways/with a similar frequency
- Exceptions
 - In coach analysis: aspects of goal setting differed
 - In teacher/FCC provider analysis: communication between coaching meetings differed

SCOPE centers: internal and external coaching

	Number with internal coaching	Number with external coaching
Total centers	44	22
By funding type		
Any Head start funding	38	1
No Head Start funding	6	21

Source: SCOPE Winter 2019 Center Screening
 Sample size: 66 center directors

