



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

December 2, 2020

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

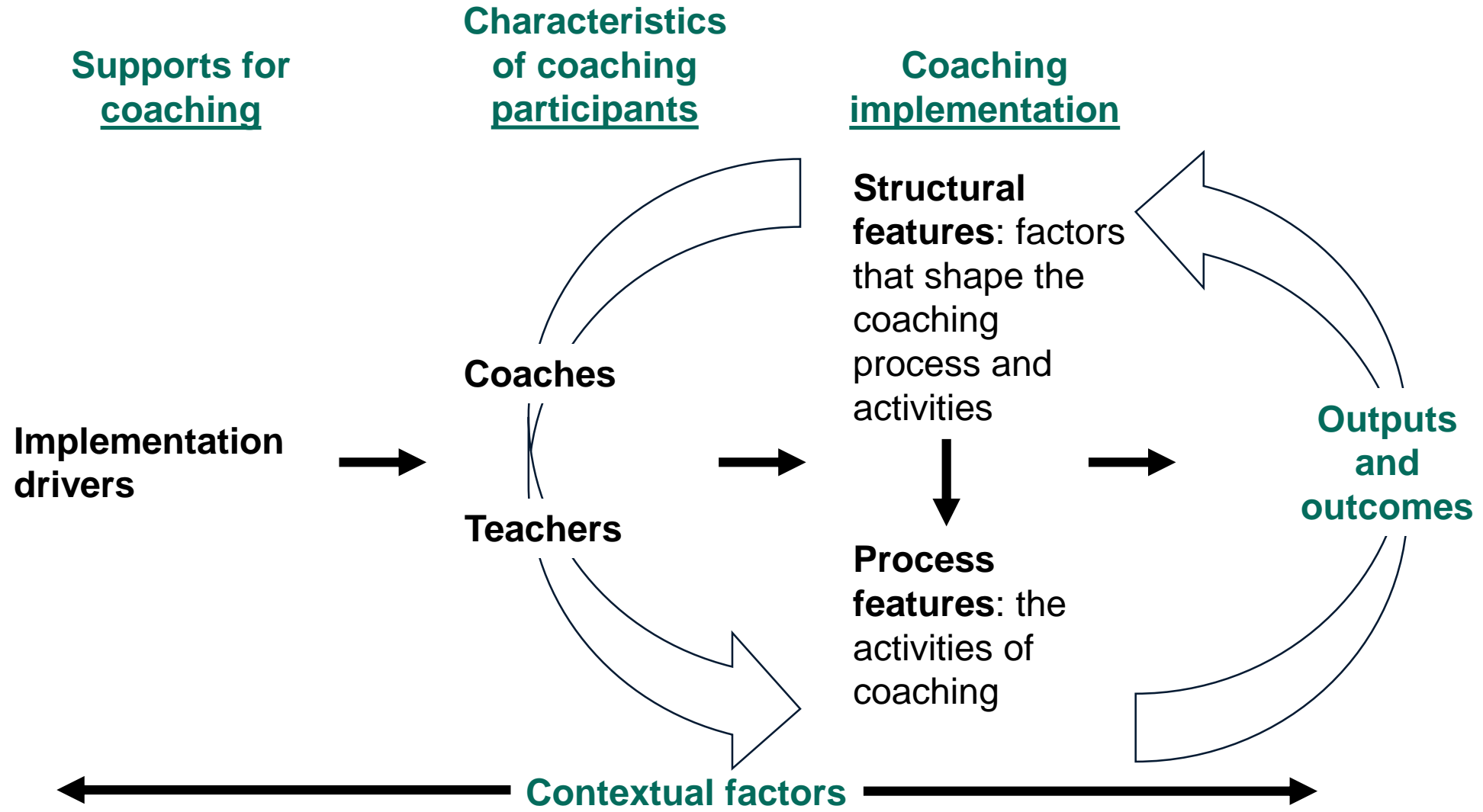
Acknowledgments

- / 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

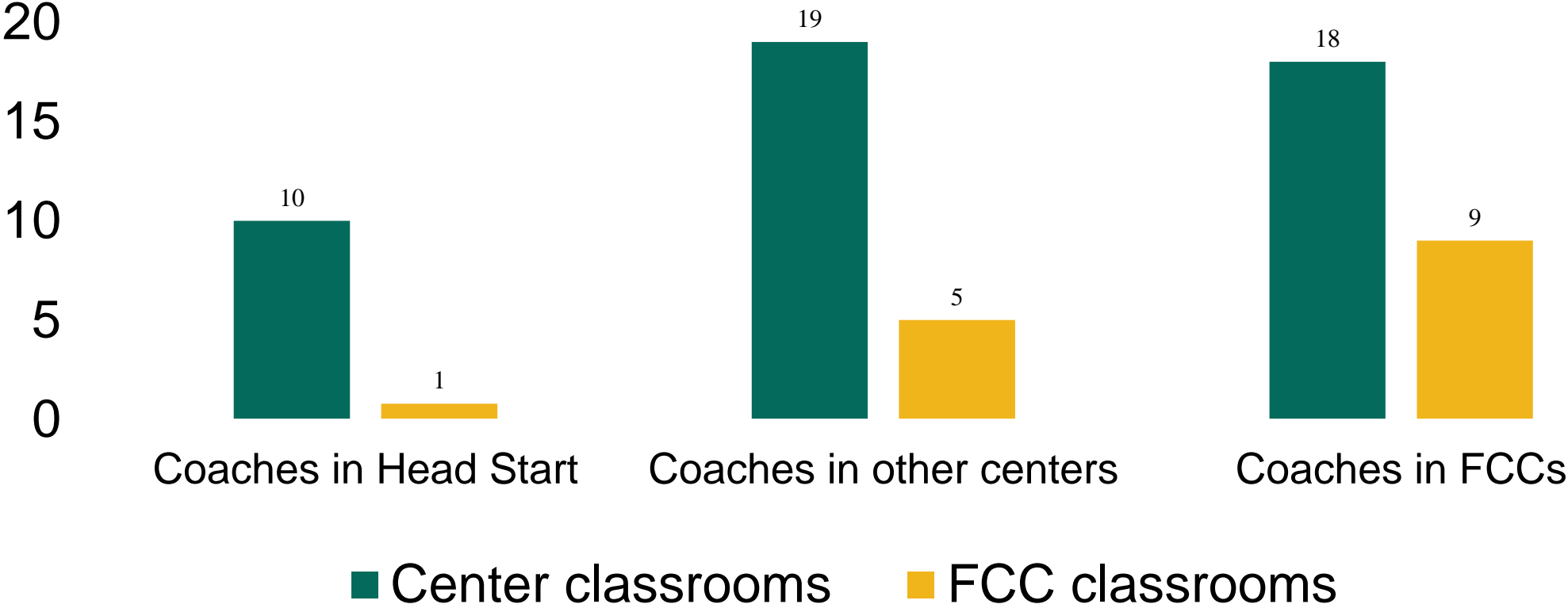
SCOPE coaches: time spent coaching

- / 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

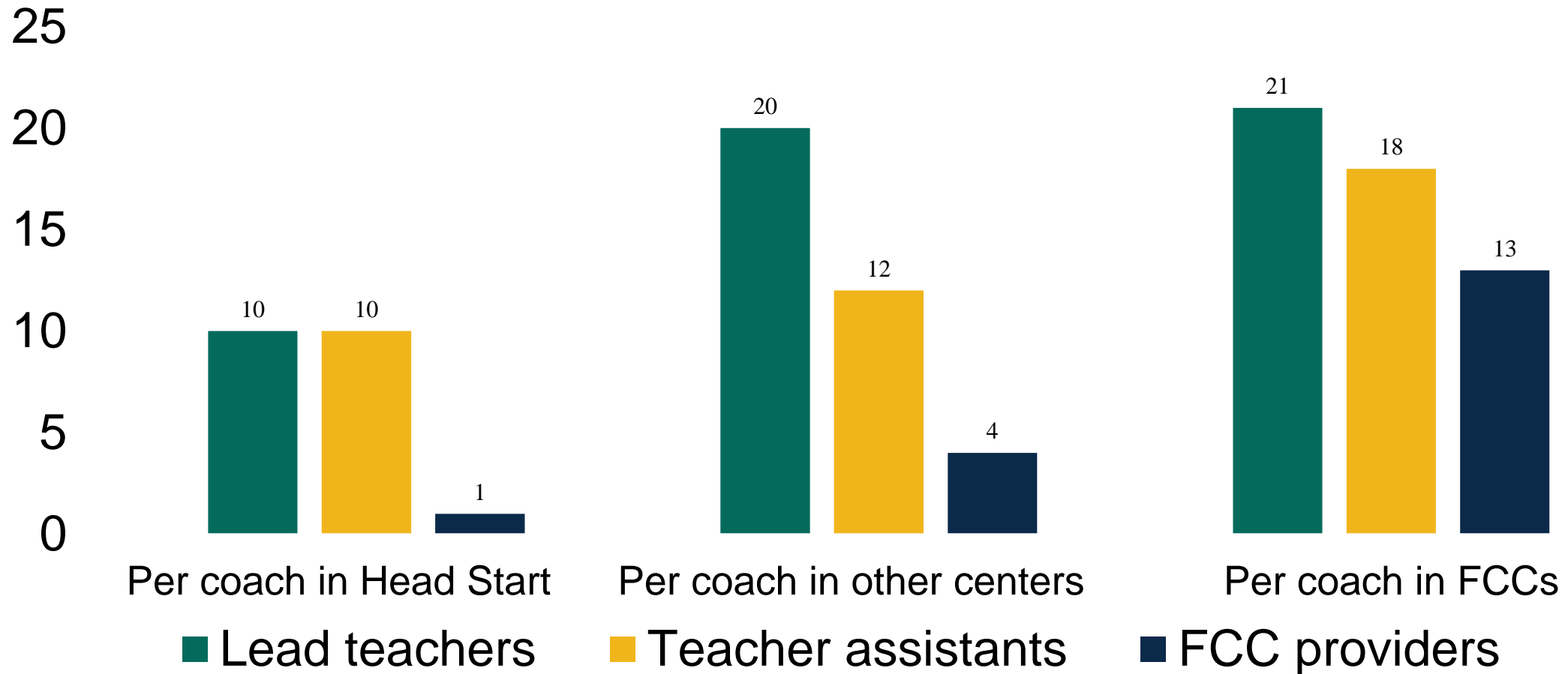
- / Lots of variation and many ways to measure caseload**
- / 46% of coaches have mixed caseloads (work with centers and FCCs)**
- / Number of classrooms that coaches work with:**
 - Across settings, individual coaches work with an average of 4 FCC classrooms (range 0-40) and 15 center-based classrooms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

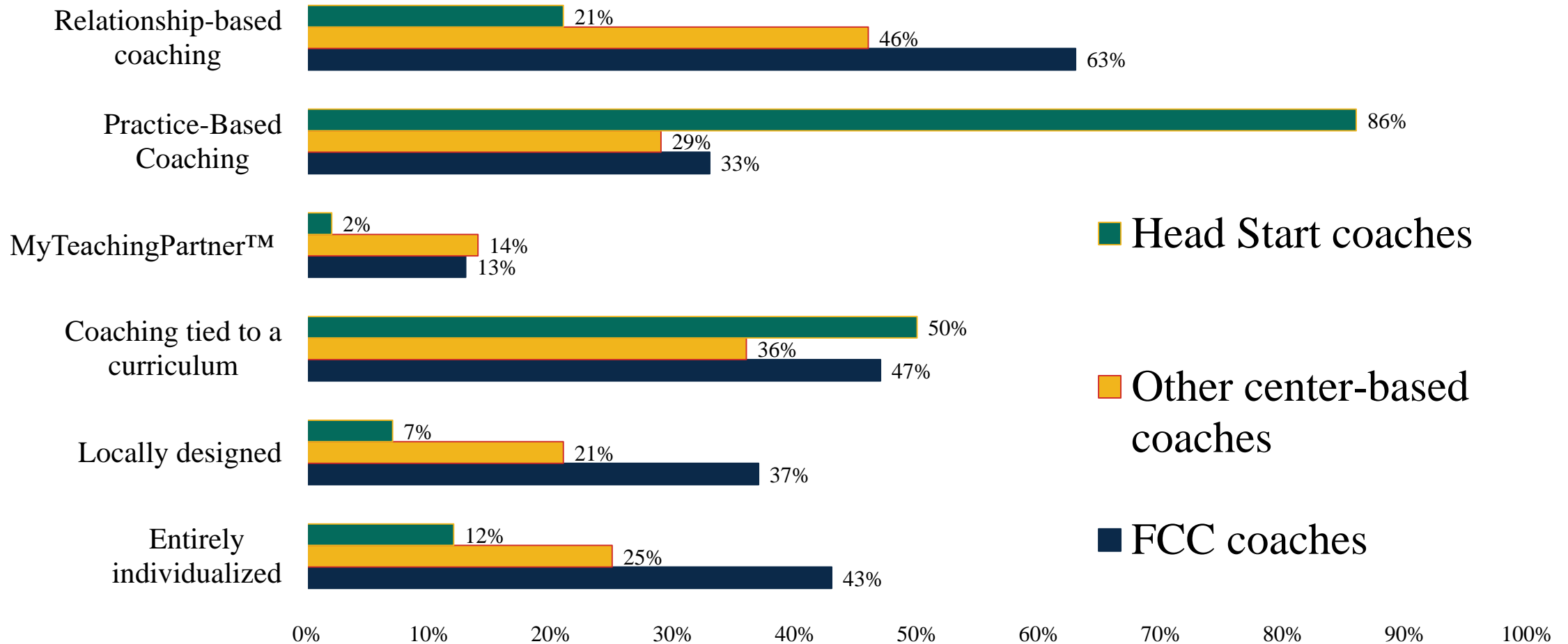
- 77% of teachers/providers say they communicate with coach between meetings

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

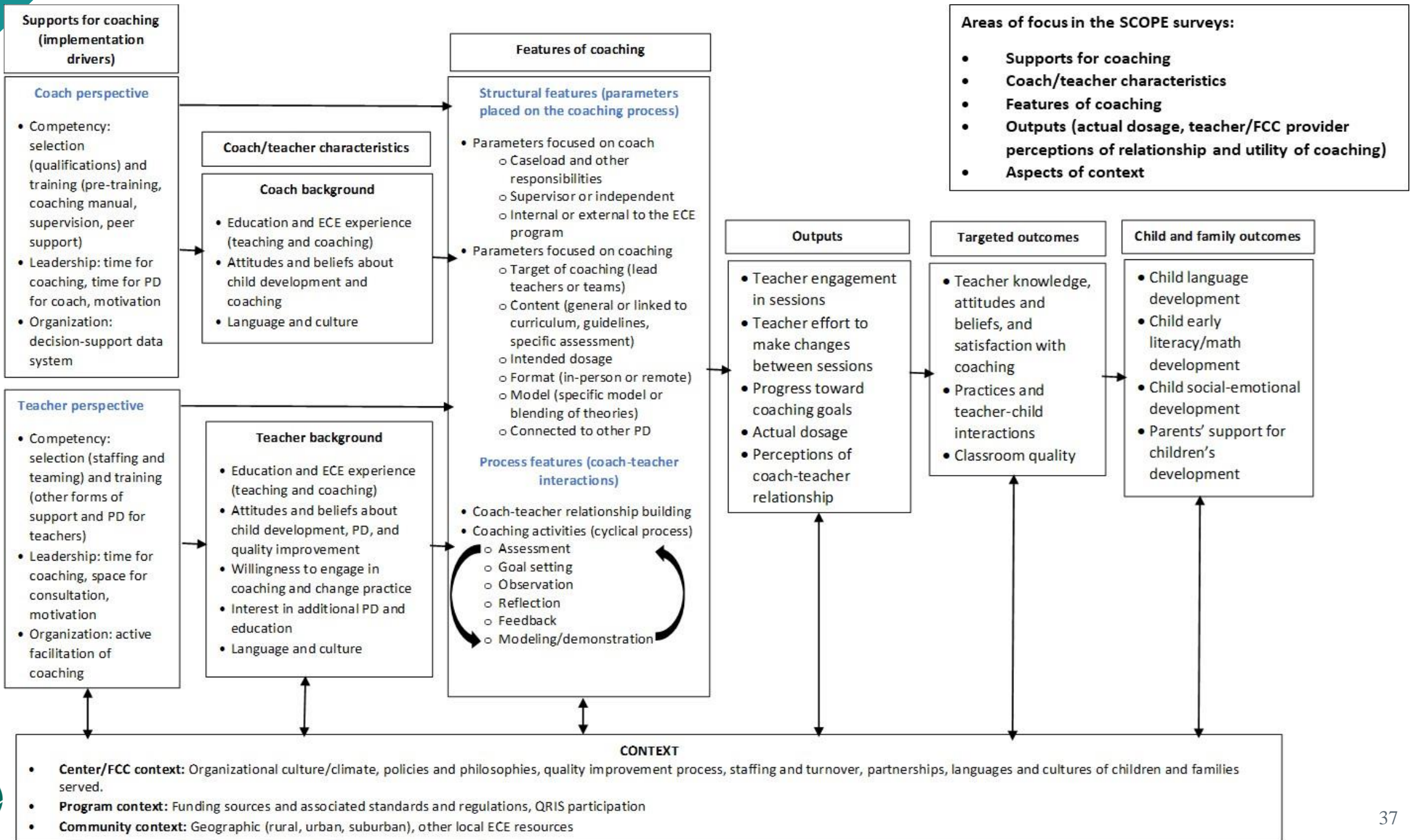
/ **OPRE:**

- 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

