



Coaching Practices and Quality Outcomes Evaluation Report, 2014-15

Mariel Kyger, Ph.D., Melissa Barnhart, Ph.D., & Drew Barrett, MS



Coaching Practice and Quality Outcomes
Program Year 2014-15

Prepared by Mariel Kyger, Ph. D., Melissa Barnhart, Ph. D. & Drew Barrett, MA
Research and Evaluation Department
Los Angeles Universal Preschool

September 2015

Acknowledgements

The authors would like to thank the many individuals who contributed their time and expertise to this report. These individuals include: Rosa Valdés, Lydia Dong, and the coaches and teachers who participated in classroom observations.

This research was funded by a grant from First 5 LA.



Introduction

Los Angeles Universal Preschool (LAUP) is a nonprofit organization whose primary goals include supporting high-quality early education for children in Los Angeles County. One of the ways in which LAUP creates and supports quality in preschools is through its coaching program. This program pairs preschool teachers with dedicated coaches, who are trained by LAUP to help the teachers achieve their quality goals and adhere to the requirements of the LAUP network. There are three different types of coaches assigned to each preschool provider: Quality Support Coaches, Fiscal Support Coaches, and Program Support Coaches. This evaluation focused specifically on the role of the Quality Support Coaches and their interactions with teachers, and the word “coaches” as used in this report refers only to Quality Support Coaches.

Who Are Quality Support Coaches?

The coaches who provide quality support to LAUP providers are by no means a monolithic group; however, they often share certain key characteristics. Lopéz (2013) reported that quality support coaches at LAUP are predominantly female, and the average coach is 45 years old. Coaches have obtained at least a bachelor’s degree in child development or a related field; they also have, on average, 5 to 6 years of experience in teaching or directing a preschool program. They are knowledgeable about requirements of the CLASS and ERS assessments, and are familiar with pre-K curricula approved for use within the LAUP program. The coaches’ educational backgrounds inform their interactions with preschool teachers and directors. Personality characteristics of many quality support coaches also help to create positive interactions with preschool staff. When supervisors were asked to describe the quality support coaches, the personality traits most often selected as descriptors were: “articulate,” “sensitive to needs,” “reflective,” “flexible,” and “demonstrates a passion for the field.” These traits allow coaches to build connections with teachers and directors, listen to their needs, provide feedback, and continuously work to help providers reach program goals.

What Do Quality Support Coaches Do?

The LAUP coaching model is designed as a collaboration between coaches and preschool providers, in which coaches and providers develop long-term professional relationships, share insights and resources, and achieve co-created goals for program improvement. LAUP’s coaching program is based on three theories: Appreciative Inquiry (Cooperrider & Whitney, 2005), Process Consultation (Schein, 1998), and Servant Leadership (Atruy, 2001). Appreciative Inquiry focuses on increasing what an organization does well, rather than on eliminating its weaknesses, and investigates the organization’s strengths through targeted questioning. Process Consultation is focused on passing along skills from the coach to the teacher, so that teachers are better able to continue improving on their own; the saying “Instead of giving a person a fish, teach them how to fish” is often used to describe this model. Servant Leadership identifies five primary characteristics or goals of a successful servant leader: 1) be authentic; 2) be vulnerable; 3) be accepting; 4) be present; 5) be useful. Servant Leadership encourages leaders to be honest and respectful, in order to create a culture of well-being in which workers feel supported. These three theories are used to set the groundwork for coaches and provide them with guidance in working with teachers.

Quality Support Coaching services are given to all providers for the duration of their participation in the LAUP network. Coaches work with teachers during monthly on-site observations to help them acquire new skills and a deeper understanding of classroom practices. The typical coaching visit takes place during the school day, for approximately 3 to 4 hours; coaches observe teachers’ classroom interactions, provide support and feedback, and debrief with the teachers after observation. During debriefing sessions, coaches and teachers may co-create new goals and/or track progress made toward existing goals. After the observation is complete, coaches reflect on their activities and record progress made during the visit. Between monthly observations, teachers and coaches may also interact via email or phone conversations; the frequency of these contacts varies based on the teachers’ individual needs.

The primary goal of Quality Support Coaching has traditionally been to help providers maintain or improve their 3-, 4-, or 5-Star rating within the LAUP network. The Star rating system is an LAUP-specific metric for provider quality. In order to participate in the LAUP network, providers must achieve a rating of 3 stars or above. Criteria measured under the Star rating system include the provider’s ratings on the ERS and CLASS assessments, which assess the safety of the environment and the quality of interactions with children (respectively); the lead teacher’s qualifications; and the qualifications of other teachers at the site. Currently, LAUP is in the process of transitioning from the Star rating system to a more broadly used Quality Rating and Improvement System

(QRIS). The QRIS also uses the CLASS and ERS tools as measures of quality (other criteria include teacher qualifications and the implementation of developmental and health screenings for students). The CLASS and ERS are primary targets for improvement, and therefore, most of the coaches' effort goes to improving providers' performance on these targets. To do this, coaches rely on a variety of resources, including the CLASS and ERS manuals; video demonstrations; articles, newsletters, and books; and in-person modeling of high-quality interactions with children.

LAUP coaches are instrumental in supporting the quality of preschool providers within the LAUP network and ensuring that providers fulfill the criteria stated in the QRIS. However, the nature of the relationship between coaches' input and providers' quality outcomes is unclear. One of the goals of the current analysis is to better understand the connection between specific coaching activities and the scores ultimately received by providers on assessments and quality rating scales. How can we characterize the relationship between coaching practices and quality?

Previous Research on Coaching Programs

In 2009, Tout, Zaslow, Halle, and Forry wrote that although research and evaluation were important to the further development and understanding of QRISs, the existing research base was "quite small" (p. 5). Several years later, this is still a fairly accurate assessment. Due perhaps partly to the wide variety of coaching and mentoring programs across the field of early education, and partly to the relative newness of QRIS as a concept, there is little research that explicates the relationship between coaching and quality outcomes. Zaslow et al. (2010) echoed this sentiment, noting that "the research on early childhood professional development is at an early stage" (p. xi). Among their initial conclusions, Zaslow et al. suggested that professional development and coaching programs in early education were more effective when objectives were specifically articulated; when practice was the focus of the training; when many educators from the same site participated; and when coaching was appropriately aligned with organizational standards of practice. These conclusions make it clear that there is variation in the scope and quality of coaching programs, and suggest that for the greatest chance at success, programs should target specific improvements to practice across an entire educational site, in alignment with a clearly defined QRIS or other rating system. These criteria are reflected in LAUP's coaching program.

Isner et al. (2011) conducted a literature review of 44 studies of coaching in early educational settings, and found that quality coaching often improved early educator practice, child outcomes, or both. Unfortunately, improvements in quality and child outcomes were not universal. Of the 31 efforts that aimed to improve overall quality, only 27 (about 87%) showed evidence of improvement through coaching. While this is certainly a substantial rate of improvement, these findings also raise interesting questions about why the remaining 13% of programs did not improve after long-term coaching efforts. Similarly, of the 21 efforts that examined practitioners' attitudes, satisfaction with coaching, and change in knowledge, only 13 (about 62%) found evidence of positive outcomes. Again, this raises questions as to the possible reasons why 38% of providers did not demonstrate improvement. Because many of the original studies reported only limited information about the characteristics of the coaching programs they evaluated, Isner et al. were unable to identify links between specific features of coaching and quality outcomes. The current study attempts to clarify these links by connecting outcomes to individual coaching practices, beliefs, and relationships.

LAUP's coaching program, as shown by the underlying principles and activities discussed above, is designed for intensive one-on-one interactions and close, supportive relationships between coaches and teachers. Although in many cases coaches have more experience than teachers, Quality Support Coaching is intended to reflect peer-to-peer coaching techniques, rather than a directive or expert-to-novice coaching style. An investigation of Quality Support Coaching at LAUP, conducted by Mathematica Policy Research, found that coaches' process often reflected the Servant Leadership and Process Consultation theories; additionally, teachers and administrators reported that coaches used Appreciative Inquiry during their interactions (Winston et al., 2012). Overall, Quality Support Coaches adhered to the LAUP coaching model and the theories supporting it. However, Winston et al. also found that approaches varied by coach, by provider, and by content. Certain topics, especially safety concerns, were associated with a more directive approach by coaches, and coaches were sometimes observed using an "expert" model of coaching rather than the peer-to-peer model intended by LAUP. Thus, across providers, variation is observed in coaching techniques, raising questions as to whether and how this variation might affect classroom quality.

In addition to identifying this variation in coaching techniques, past studies have also found that the strength of coaching relationships and the frequency of interactions varied between coach-teacher pairs. Winston et al. (2012) found that relationships were stronger when there was more opportunity for communication between classroom visits – that is, when coaches and teachers communicated by email or phone. One of the primary inhibitors of strong relationships was a lack of direct discussion and conversation between coaches and teachers following classroom observations. These missed opportunities were not due to a lack of desire for discussion, but rather to a lack of child-free time during which staff could meet and debrief. Coaches were more likely to identify providers as “difficult” to work with when their sites had back-to-back morning and afternoon sessions (resulting in fewer child-free opportunities for coaching); when providers had a large amount of progress to make and “didn’t know where to begin”; and when providers were resistant to learning or slow to implement recommended changes (López, 2013). Conversely, coaches identified providers as “easy” to work with when the providers were willing to learn; when providers valued children, parents, and the program; and when site administrators highly valued the coaching program. Thus, there was variability not only in the strength of coaching relationships, but also in providers’ willingness to work with and learn from LAUP coaches. Despite these difficulties, relationships were considered important by both coaches and providers (Winston et al., 2012). The relationship qualities identified as being most important were positivity, professionalism, respect, and responsiveness. In longer-term coaching relationships, providers and coaches also noted a sense of comfort and trust.

Because the success of the LAUP coaching model depends in large part on collaborative partnerships between coaches and teachers, it is important that both partners agree on desired goals. Winston et al. (2012) reported that providers had varied definitions of preschool quality, but that they tended to emphasize the CLASS dimensions, especially Instructional Support and Emotional Support; the ERS dimensions were less often mentioned as being important components of quality. In many cases, providers and coaches reported that their visions of quality were similar. However, there were some cases in which there appeared to be a lack of communication, so that the coach was not sure what the provider’s vision of quality was, or vice versa. In these cases, coaches indicated that they deferred to the provider’s goals.

Even though the LAUP model ultimately defers to providers’ visions for their own centers, in an ideal coaching relationship, the coach and teacher co-create goals based on a shared understanding of quality and desired outcomes. When an individual coach and teacher have differing or conflicting beliefs about quality, successful goal-setting and improvement may be more difficult to achieve. A primary goal of this investigation was to describe and analyze coaches’ and teachers’ relationships and beliefs, in order to better understand the nature of the coaching relationship, and to provide recommendations for effective coaching.

Research Questions

As shown by the previous research already discussed, not all coaching efforts create equal benefits for preschool programs. In LAUP’s most recent coaching report, López (2013) posed the general question: “What aspects of coaching have the most influence on program improvement?” (p. 56). We address this inquiry by attempting to answer four specific research questions designed to describe teacher-coach relationships as they exist in practice, and to investigate how different types of teacher-coach interactions might lead to different quality outcomes.

This evaluation addresses the following four questions:

1. *What are the general characteristics of coach-teacher working relationships, and do coach-teacher pairs agree on characteristics of their own relationships?* The coach-teacher working relationship is a long-term, one-on-one partnership with direct contributions to the functioning and quality of the classroom. It is important for these partnerships to be strong. However, coaches and preschool classrooms are matched with each other more or less randomly (sometimes based on physical proximity of the coach to the preschool site), which implies that poor matches of personality or experience levels may occur within pairs. If so, this could affect the quality of assistance coaches are able to provide to teachers. This question’s associated analyses describe these partnerships and the levels of agreement, or disagreement, within them.
2. *Do coach-teacher pairs agree on the importance of factors contributing to high-quality early education?* As part of their work together, coaches and teachers must collaborate to set goals for their classrooms. These goals are often based on the Quality Continuum Framework or QRIS, which outlines many components

of quality to strive for. If coaches and teachers agree on which factors are most crucial to quality, then classroom goals may be easier to set and achieve. Conversely, if coaches and teachers disagree on the relative importance of these factors (due to differences in experience, education, or daily practice), collaborative goals may be more difficult to achieve. The analyses for this question compare responses to a survey both within and between coach-teacher pairs, in order to quantify both pair-based and network-wide consensus on quality.

3. *What are the coach-teacher activities and discussion topics most commonly observed during site visits?* Coaches visit each classroom to which they are assigned on a monthly basis. LAUP's coaching program specifies that during these site visits, coaches should observe classroom dynamics, model high-quality interactions with children, help teachers to address any immediate or long-term problems in the classroom, and collaborate with teachers to set goals for future improvement. However, reports from coaches and supervisors suggest that coach-teacher pairs may not be able to conduct all desired activities on each site visit. Exploratory qualitative analyses of site visit observations, as well as post-observation surveys, investigate whether coaches and teachers are able to conduct these activities and discussions in practice.
4. *How do quantity and quality of coaching affect teachers' scores on classroom quality assessments?* Finally, the last goal of this evaluation was to examine the relationship between the frequency and types of coaching received by teachers (including email and phone contacts), and the scores assigned to those teachers' classrooms on annual assessments of quality. These analyses will help to identify any cutoff points above or below which coaching may be more or less effective, allowing LAUP to focus its resources accordingly. Important process aspects of coaching (e.g., the frequency, duration, method of contact, and overall amount of contact between the lead teacher and coach) will be used to predict changes in several dimensions of classroom quality. The analyses will focus on the subset of LAUP teachers that have been in the same classroom for several years, thereby controlling for the effect of teacher turnover and helping to quantify the effectiveness of the LAUP coaching program since 2010.

The findings in this report are organized by the research questions they address. For details on the methods employed to answer these research questions, please see Appendix A.

Findings: Characteristics of Coach-Teacher Relationships

Survey Results. Of the 13 teachers who responded to the survey, eight indicated that they were lead teachers, three reported that they were site supervisors, and two reported that they were directors. The preschool sites have a limited number of staff; site supervisors and directors often work in the classroom and interact with children and coaches. All respondents had been part of the LAUP network for over two years, and six teachers also reported that they had been working with their current coach for over two years. However, some coaching relationships were fairly new. Four teachers reported that they had been working with their current coach for between three and six months, and three had been working with their coach for six months to two years.

Three of the first questions posed by the survey asked coaches and teachers to rate their partner's respect, rapport, and receptivity to suggestions, using a Likert-type scale from 1 (least) to 5 (most). Ratings for respect, rapport, and receptivity were high; all three of these relationship qualities received average ratings of between 4 and 5 from both coaches and teachers, suggesting that these are areas of strength (Table 1). Furthermore, coaches and teachers generally agreed on these three items. We calculated the percentage of all coach-teacher pairs in which partners provided identical ratings on a specified item. The "Percent Agreeing (Identical)" column in Table 1 displays these percentages. However, concerns arose that this requirement might be too stringent. A coach and teacher who rate the Rapport item 4 and 5 (respectively) can still be said to agree that they have good rapport overall, while a coach and teacher who rate the Rapport item 1 and 5 (respectively) demonstrate a clear disagreement about the quality of their working relationship. To account for this, we recalculated agreement, using the requirement that partners who provided ratings within one point of each other (e.g., 1 and 2, 2 and 3, 3 and 4, 4 and 5) would also be considered to agree with each other. The "Percent Agreeing (Within 1)" column in Table 1 displays these percentages. This method results in much higher levels of agreement between coaches and teachers, but also masks differences between responses to individual items.

Thus, these two statistics should be interpreted not as contradictory, but complementary. The Identical statistic takes a narrower view of what constitutes agreement and highlights the variation in agreement levels across

different topics, while the Within 1 statistic takes a broader view of agreement and highlights the similarities between coach and teacher ratings. Coaches and teachers provided more similar ratings on the Respect and Receptivity items than on the Rapport item; however, all pairs provided ratings that were within one point of one another on all three items. Combined with the high ratings on these items (all three items averaged between four and five points on a five-point scale), these results suggest that coach-teacher working relationships are strong, and that both parties generally agree on their characteristics.

Table 1. Survey Items on Coaches' and Teachers' Ratings of their Partner

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
Respect: How often do you feel that [your partner] respects you?	4.69 (0.63)	4.54 (0.66)	69.23	100
Rapport: Do you and [your partner] get along well on a day-to-day basis?	4.85 (0.38)	4.46 (0.66)	46.15	100
Receptivity: How often does [your partner] show appreciation for your suggestions, or include your suggestions in the process of setting goals?	4.15 (0.69)	4.38 (0.97)	61.54	100

Coaches and teachers were also asked to rate one another's level of experience in Early Childhood Education. The intent of this question was to determine whether coaches and teachers agree about who has more experience in the field. Regardless of whether the more experienced partner was the coach or the teacher, it was thought that pairs with an agreed-upon answer to this question might function more smoothly and experience less conflict. Both parties rated their partner's level of experience relative to their own on a Likert-type scale from 1 to 5, where 1 was "Much less" and 5 was "Much more." This resulted in an average coach rating of 2.15 (SD=0.99), and an average teacher rating of 4.31 (SD=0.95). Thus, coaches generally reported that their teachers had somewhat lower levels of experience, and teachers generally reported that their coaches had somewhat higher levels of experience.

To calculate coach-teacher agreement on this question, it was helpful to reverse-code the responses of one of the groups. Intuitively, we recognize that if Coach Allison reports that Teacher Ben is less experienced, she will be in agreement with Teacher Ben when he says that Coach Allison is more experienced (that is, inverse relationships between coach ratings and teacher ratings reflect higher levels of agreement). To translate this relationship into an agreement statistic comparable with others from the survey, we reverse-coded the teacher ratings of coach experience, so that a rating of 1 became a 5, a 2 became a 4, etc. Once this transformation was performed, it was possible to calculate the same metrics of agreement as were used for other questions on the survey. The "Percent Agreeing (Within 1)" column in Table 2 reveals that ratings on this item were more disparate than were the ratings of relationship characteristics in Table 1. Only 76% of coach-teacher pairs provided ratings within one point of each other, and less than half the pairs were in exact agreement. In theory, relative years of experience in the field should be uncontroversial; however, these results suggest that there is disagreement between coaches and teachers as to who is the most experienced of the pair.

Table 2. Survey Items on Relationship Characteristics

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
Experience: How much experience does [your partner] have in Early Childhood Education, compared to your own level of experience?	2.15 (0.99)	1.69 (0.95)*	46.15	76.92

*Teacher ratings were reverse-coded; lower ratings reflect higher coach experience.

Observation Results. All five teachers observed were listed as lead teachers in the LAUP database, and one teacher indicated that she was both a lead teacher and a supervisor for her site. The length of teachers' relationships with their coaches varied substantially between pairs. Teachers' experience in working with any LAUP coach ranged from 3 years to 11 years (the length of LAUP's existence), while the length of teachers' relationships with their current coaches ranged from 10 months to 6.5 years. The average length of time with a current coach was 44 months (3.7 years).

After each coach-teacher observation, the observer filled out a series of 4-point scales on which they rated characteristics of the pair's working relationship, with 1 representing the least frequent characteristics or activities and 4 representing the most frequent. A scale of 4 points was used because it was thought that this would help observers to differentiate around the middle of the scale. In retrospect, a 5-point scale would have been preferable, because the observer ratings could have been directly compared to the coach and teacher self-ratings (which used a 5-point scale).

The most commonly observed characteristic of the coach-teacher interactions was respect ($M = 4.00$, $SD = 0$ for both coaches and teachers). All coaches and teachers "almost always" used respectful language and a positive tone with their partners. Also frequently observed were eye contact ($M = 3.80$, $SD = 0.45$ for both coaches and teachers), responsiveness ($M = 3.80$, $SD = 0.45$ for both coaches and teachers), and openness to feedback ($M = 3.80$, $SD = 0.45$ for coaches; $M = 4.00$, $SD = 0$ for teachers). The least frequently observed behavior was "gives partner undivided attention, does not multitask" ($M = 3.00$, $SD = 1.00$ for coaches; $M = 2.80$, $SD = 1.10$ for teachers). Coaches and teachers rarely have uninterrupted time, and it is difficult for both parties to pay full attention while still addressing the needs of the classroom. Also less frequently observed were "asks questions and listens to the answers" ($M = 3.20$, $SD = 0.45$ for both coaches and teachers) and "takes advantage of opportunities for communication" ($M = 3.20$, $SD = 0.84$ for both coaches and teachers). While all ratings were relatively high (a 3 corresponded to "agree" or "often," and a 4 corresponded to "strongly agree" or "almost always"), both coaches and teachers received somewhat higher scores for behaviors corresponding to a positive and friendly attitude, as compared to behaviors corresponding to communication and work productivity.

The five coach-teacher pairs who were observed in the classroom were also asked to complete a brief survey after the observation. Similarly to the survey completed by the other coach-teacher pairs, the post-observation survey asked participants to rate characteristics of the working relationship on a scale from 1 to 5. All coaches and teachers gave their partners the highest possible ratings for openness, friendliness, and respect (Table 3). These average ratings are higher than the corresponding ratings for coaches and teachers who only received surveys (no observations); this is potentially because the post-observation survey asked about only one visit, as opposed to asking about a general pattern of interactions.

Survey 3. Survey Items on Characteristics of Coach-Teacher Working Relationship

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
Openness: On a scale from 1 to 5, please rate how open [your partner] was to your suggestions on this visit:	5.00 (0)	5.00 (0)	100%	100%
Friendliness: On a scale from 1 to 5, please rate how friendly your relationship with [your partner] was on this visit:	5.00 (0)	5.00 (0)	100%	100%
Respect: On a scale from 1 to 5, please rate how respectful [your partner] was to you on this visit:	5.00 (0)	5.00 (0)	100%	100%

Overall, the data collected through surveys and observations suggests that coaches and teachers generally have positive, respectful working relationships. There may be room for improvement in the areas of communication and focus during coaching visits; however, this is undoubtedly difficult for both coaches and teachers due to the constant need to attend to the demands of the classroom.

Findings: Agreement on Quality Factors

Survey Results. In addition to the above items regarding coach-teacher working relationships, the survey completed by teachers and coaches also contained a question about the relative importance of various factors in the creation of a high-quality preschool environment. The survey stated: “Please rate the following factors on how important you think each one is for creating a high-quality preschool experience.” Seven criteria that are typically used to judge quality (for example, in QRIS frameworks) were then presented, and coaches and teachers rated each factor’s perceived importance on a scale from 1 (Not Important) to 5 (Extremely Important). From this set of ratings (Table 4), we can determine whether coach-teacher pairs agree on the importance of various components of quality. Pairs who provide similar ratings are likely to have similar priorities for goals and improvements to quality, while pairs who disagree on ratings may encounter problems in co-creating goals or selecting target areas for improvement.

Of the seven quality factors listed on the survey, three were focused on characteristics of teaching staff (Table 4), and four were focused on domains measured by quality assessments (Table 5). All of these factors are included in both LAUP’s Star Rating system and the new QRIS; therefore, both coaches and teachers were likely to recognize them as valid components of quality early education environments, although they could disagree on their individual importance. Overall, both coaches and teachers rated teacher-child ratio and teacher experience as being more important to quality than teacher credentials. Of the three teacher-focused factors, teacher-child ratio received the highest levels of agreement, and also received the highest ratings for perceived importance. The greatest apparent disagreement between coaches and teachers was on the subject of teacher credentials. Only 15% of coach-teacher pairs provided identical ratings for the importance of teacher credentials; on average, teachers rated the importance of credentials more highly than coaches did.

Table 4. Survey Items on Characteristics of the Teaching Staff

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
Teacher-Child Ratio	4.77 (0.44)	4.69 (0.63)	69.23	92.31
Teacher Experience	4.62 (0.51)	4.46 (0.88)	46.15	76.92
Teacher Credentials	3.77 (0.73)	4.15 (1.21)	15.38	84.62

Of the four assessment-focused quality factors, the principles of the CLASS Emotional Support Domain were rated as being the most important (tied with Instructional Support, in teacher ratings), and also prompted the highest levels of agreement by coach-teacher pairs. Conversely, ratings of perceived importance were lowest for the ECERS/ FCCERS Environmental Quality scales (although still relatively high on the 5-point scale); the percentage of coach-teacher pairs in which identical ratings were provided was also lowest for the ECERS/ FCCERS item. Seemingly, consensus between coaches and teachers was more likely for factors generally considered to be more important; items with lower ratings of importance also tended to have lower levels of agreement.

Table 5. Survey Items on Assessment-Focused Quality Factors

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
ECERS/ FCCERS Environmental Quality	4.38 (0.65)	4.08 (1.38)	46.15	76.92
Principles of CLASS - Emotional Support	4.85 (0.38)	4.54 (0.78)	76.92	92.31
Principles of CLASS - Classroom Organization	4.69 (0.48)	4.31 (1.11)	53.85	76.92
Principles of CLASS - Instructional Support	4.69 (0.48)	4.54 (0.78)	61.54	92.31

After they had rated the importance of these seven factors from quality rating systems, coaches and teachers were also asked, “What other factors do you think are important for a high-quality preschool experience? Please list as many or as few as you would like.” The purpose of this question was to elicit ideas or conceptions about quality practices that might fall outside of typical QRIS frameworks. The open-ended responses were qualitatively analyzed by coding each response according to the primary theme(s) or topic(s) addressed, and then summing across responses to determine how many times each theme was mentioned. Out of the 13 coaches responding, the factors most commonly nominated as being important for quality were parent involvement (4 nominations out of 13 responses), themes related to teacher experience (3), and professional development opportunities for both teachers and coaches (3). Coaches also mentioned the importance of appropriate compensation, intentional teaching, and a supportive administration (2 nominations each). Teachers’ responses also mentioned parent involvement (3) and professional development opportunities (2). Overall, teachers and coaches both rated parental involvement and professional development as the most important factors contributing to a high-quality preschool experience.

Finally, coaches and teachers were asked to respond to two open-ended questions asking which coaching activities they thought were most helpful, and which they thought were least helpful, in improving a preschool’s quality. This question was designed as a way to examine opinions about quality support in practice, as well as in theory. Again, responses were qualitatively analyzed by coding each response according to the primary topic(s) addressed. The most helpful activities for improving quality, as nominated by coaches, were providing feedback (4), providing resources (4), sharing experiences (3), and modeling (3). According to teachers, the most helpful activities were providing feedback (3) and providing resources (3), including sharing ideas from other classrooms. Coaches and teachers appeared to be in agreement as to the coaching activities that were most helpful for improving quality. When asked which coaching practices were least helpful, the only activity nominated multiple times by coaches was the creation of activity logs (3). LAUP has since phased out the requirement for coaches to record the details of their coaching visits, which coaches tended to see as a time-consuming activity with no real benefit. Other activities nominated by coaches included developing specific goals for providers to meet regarding a training series (i.e., the Teachers’ Institute), and performing unannounced visits. When teachers were asked which coaching practices were least helpful, most responded “none” or that they had no complaints (7). Teachers who did nominate an activity mentioned limited visits (1) or negative feedback (1), which could be more accurately categorized as a perceived lack of appropriate coaching, rather than as an assigned activity that was considered unhelpful. Thus, both teachers and coaches seemed to agree that practices performed during a typical visit were helpful, and there were few complaints about the typical activities assigned to coaching staff.

In summary, out of the factors listed on the Relationships and Quality Survey, coaches and teachers agreed that teacher-child ratio and the CLASS Emotional Support dimension were the most important factors for creating a high-quality preschool environment. When teachers and coaches were asked to nominate other factors that they considered to be important for creating quality, they both mentioned parent involvement and professional development. Coaches also mentioned level of teacher experience as an important factor.

Findings: Coaching Topics and Activities

Based on the results of open-ended survey questions, teachers and coaches largely agreed on the practices they considered to be most important for creating high-quality environments. As another aim of our inquiry into coaching, we wanted to investigate whether these asserted beliefs translated into actions. In other words, how well do the topics and activities covered during a typical coaching session map onto coaches' and teachers' stated beliefs about quality?

Observation Results. Five coach-teacher pairs were observed during one of their typical coaching sessions. Observers sat to the side of the classroom, or shadowed the coach and teacher when necessary in order to hear dialogue. Observers took notes on coaches' actions and topics of conversation, and these observation notes were later tagged according to categories and themes that emerged from the data. Coding was performed "from the ground up," meaning that categories were established through analysis of the data after observation was complete.

Of 60 coded observation notes, the most common theme was "relationship," including maintenance or creation of a positive relationship between the coach and teacher (26 occurrences). Within the "relationship" theme, over a third of the observed occurrences were related to availability (11). "Availability" included the teachers' and coaches' physical proximity, as well as their attention to classroom events and apparent desire to offer help or be accessible to each other. Examples of the "availability" tag were an instance in which a coach asked a teacher "Anything you need from me?", as well as an instance in which a coach entered notes on a computer in a closed office, thus effectively becoming unavailable to the teacher during that time. Within the "availability" tag, positive instances were tagged as a "strength" (5), while negative instances were tagged as a "challenge" (6). Events tagged as challenges did not necessarily reflect a lack of effort by the coach or teacher. For example, two of the "challenges" occurred when teachers were so busy with their students that it was difficult for the coach to provide suggestions; a lack of child-free time during coaching sessions is a well-known obstacle to coaching practice, as previously discussed (Winston et al., 2012). The "relationship" theme also included a tag for "personal connection" (9 occurrences), which were instances in which the coach and teacher displayed friendly attitudes or discussed life events not specifically related to coaching (for example, a coach asking a teacher "How was your Mother's Day?").

Four other categories were identified which, taken together, captured 29 interactions that were directly related to quality improvement efforts. These categories were "feedback," "goalsetting," "discussion of specific activities," and "modeling". Events coded as "feedback" (13 occurrences) referred to instances in which coaches reacted or responded to a teacher's previous activities or questions. Instances of feedback were coded as addressing either a "strength" (5) or a "challenge" (4) on the part of the teacher (the remaining four instances were broader discussions of practice that could not be categorized as specifically addressing either strengths or challenges). For example, an instance in which a coach praised a teacher's use of encouragement to students was coded as "feedback" about a "strength." Strengths and challenges were almost equally represented within the observed feedback events. "Goalsetting" (6 occurrences) included instances in which the teacher or coach identified an area to work on in the short term, or made a plan for progress in a given area over the coming weeks. Within the "goalsetting" tag, three out of six observations were related to language goals (for example, labeling more, or asking open-ended questions). "Discussion of specific activities" (5 occurrences) referred to conversations during which teachers and coaches talked about past or future events or activities planned for the students (for example, a recycling fair or an art project). Finally, the tag "modeling" (5 occurrences) was used for instances in which coaches demonstrated interactions with students, or performed other appropriate classroom practices for the benefit of staff who were watching.

Thus, the overall findings from observation notes reflected LAUP's intended model of coaching: coaches and teachers primarily engaged in activities that could be classified as either relationship building or quality improvement. Within the category of quality improvement, a strengths-based approach to coaching seemed to be equally balanced with discussions of challenges faced by the teachers. Coaches also engaged in targeted strategies like modeling, and helped teachers set goals and plan future activities.

Because it was believed that a single observation might not capture the progress or achievements of each coach-teacher pair, the post-observation survey asked teachers to indicate the number of goals they had met during that visit (that is, the number of active goals from previous visits that could be considered "achieved" as

of the current visit), as well as the number of goals they had set in collaboration with their coach. On average, teachers reported an average of 1.6 goals set ($SD=1.14$), and an average of 1.8 goals met ($SD=0.84$). Thus, despite the timing of the observations at the end of the school year, teachers continued to actively set and meet goals.

Teachers were given a list of topics related to quality support (Table 6), and were asked to indicate which topics they had discussed with their coach (separately from the question of whether goals were set for those topics). Teachers were also asked to indicate which topics were addressed by their “set goals” and “met goals.” The topics selected were the ERS assessments (ECERS/ FCCERS), the CLASS domains (Classroom Organization, Emotional Support, and Instructional Support), and three broad areas of instruction that are often covered in early education (science or STEM, mathematics, and reading). These areas of instruction were included to reflect the fact that teachers’ goals for educational quality in their classrooms may go beyond or differ from the requirements of assessments like CLASS and ECERS/ FCCERS.

Table 6. Topics of Goals Established by Teachers with their Coaches

Topic	Set Goals	Met Goals	Discussed	Total
STEM (Science, Technology, Engineering, Math)	0	0	0	0
Mathematics	0	1	1	2
CLASS – Classroom Organization	1	0	1	2
CLASS – Emotional Support	1	2	0	3
ECERS or FCCERS	2	1	1	4
Reading	2	1	1	4
CLASS – Instructional Support	2	2	2	6
Other	3	1	3	7

“CLASS – Instructional Support” was the most frequently chosen topic overall (aside from “Other,” for which participants provided write-in responses), followed by “Reading” and “ECERS or FCCERS.” Topics mentioned under the “Other” category tended to include logistical planning and concerns. For example, one teacher listed “daily questions,” while another listed “sanitary food/ meal times/ moving around classroom.” Because these observations took place close to the end of the school year, teachers also mentioned “brainstorming for next school year,” “next year’s expectations and ideas,” and “graduation/ kinder [preparation].” Two teachers listed relationship-building topics, including “parent involvement” and “parent engagement; positive climate with staff.”

The post-observation survey also asked teachers and their coaches to rate the teacher’s perceived effort toward achieving goals, and success in attaining them, as of the current visit. Teachers and coaches both rated effort and attainment highly. Teachers rated their own effort more highly than coaches rated the teachers’ effort; conversely, coaches rated teachers’ attainment slightly more highly than the teachers themselves did. However, these differences were quite small. Again, the Identical statistic in Table 7 takes a narrower view of what constitutes agreement and highlights the variation in agreement levels across different topics, while the Within 1 statistic takes a broader view of agreement and highlights the similarities between coach and teacher ratings. While there was little exact agreement, all coaches and teachers provided ratings within 1 point of their partners’ ratings.

Table 7. Survey Items on Teachers’ Effort and Success Towards Achieving Goals

Survey Item	Average Coach Rating (SD)	Average Teacher Rating (SD)	Percent Agreeing (Identical)	Percent Agreeing (Within 1)
Attainment: On a scale from 1 to 5, please rate how well [the teacher] met goals on this visit:	4.80 (0.45)	4.40 (0.58)	20.0%	100%
Effort: On a scale from 1 to 5, please rate how much effort you think [the teacher] put toward meeting goals since your last visit:	4.20 (0.45)	4.80 (0.45)	0%	100%

Both teachers and coaches reported that goals were met during their coaching sessions, and notes from observations show that feedback, goalsetting, and relationship-building occurred frequently during these sessions as well. Interestingly, when findings from post-observation surveys and notes were compared to the ratings of importance provided by coaches and teachers for various quality domains, disparities emerged between the relative importance assigned to various quality factors and the amount of time spent addressing those factors in coaching sessions. For example, on the Relationships and Quality Survey, both coaches and teachers rated the CLASS Emotional Support Domain (ESD) as the most important of the quality support factors listed, and rated the CLASS Instructional Support Domain (ISD) as slightly less important. However, on post-observation surveys, teachers were more likely to report that their coaching sessions included goals or discussions related to the ISD, rather than to the ESD. Similarly, on the Relationships and Quality Survey, ERS assessments were rated by both coaches and teachers as the least important quality factor; on the post-observation survey, however, teachers were again more likely to report spending time on ERS assessment goals than on the CLASS ESD.

It could be the case that, by chance, the coaches and teachers who were originally surveyed and those who were observed had different beliefs about quality. Alternatively, perhaps coaches and teachers saw the CLASS ESD as being so important that they had already spent time on goals related to that domain, and thus it was no longer seen as a potential area for growth. Because our observation sample was small and did not overlap with the sample who responded to the original survey, broad conclusions cannot be drawn from these findings. However, future research should continue to investigate the extent to which coaches and teachers believe their day-to-day work reflects their priorities for quality improvement.

Findings: Outcomes of Coaching Practices

As discussed earlier, LAUP’s existing data was analyzed to evaluate the impact of coaching on changes in classroom quality ratings. The following subsections will present findings from these analyses.

Changes in Quality Ratings. The initial and follow-up ratings for the LAUP quality assessments are displayed in Table 8. The results are first presented for the entire sample of 166 classrooms, and then are presented for child care centers and family child cares (FCCs) separately. Both the ERS and CLASS use a scoring range of 1 (lowest quality) to 7 (highest quality). Across all classrooms, the ERS assessment scores showed a significant decline from 2010-11 to 2012-13, while the two CLASS domains of emotional support and classroom organization showed significant improvements. This same pattern of findings was found among FCC classrooms. However, when analyzed separately, center classrooms showed a different pattern of findings: they did not demonstrate a significant decline on the ERS, but instead showed a significant decline in the instructional support domain of the CLASS.

Table 8. Initial and Follow-up Ratings for LAUP Classrooms, 2010-11 through 2013-14 (N=166)

Ratings	Overall										
	Initial ratings 2010-11			Follow-up ratings ¹			Change in ratings				
	N	M	SD	N	M	SD	N	M	SD	p	
All classrooms											
ERS	150	5.68	0.51	166	5.56	0.55	150	-0.15	0.68	**	
CLASS-Emotional Support	156	5.87	0.59	159	5.99	0.47	156	0.12	0.70	*	
CLASS-Classroom Organization	156	5.39	0.74	159	5.65	0.57	156	0.26	0.84	**	
CLASS-Instructional Support	156	2.86	1.00	159	2.72	0.68	156	-0.14	1.10		
FCCs											
ERS	51	5.72	0.60	51	5.72	0.60	51	-0.29	0.78	*	
CLASS-Emotional Support	48	5.78	0.65	48	5.78	0.65	48	0.24	0.74	*	
CLASS-Classroom Organization	48	5.34	0.60	48	5.34	0.60	48	0.32	0.79	**	
CLASS-Instructional Support	48	2.58	0.91	48	2.58	0.91	48	0.16	1.21		
Centers											
ERS	99	5.66	0.46	99	5.66	0.46	99	-0.08	0.61		
CLASS-Emotional Support	108	5.92	0.57	108	5.92	0.57	108	0.06	0.68		
CLASS-Classroom Organization	108	5.42	0.80	108	5.42	0.80	108	0.23	0.86	**	
CLASS-Instructional Support	108	2.99	1.02	108	2.99	1.02	108	-0.27	1.03	**	

¹Follow-up ratings were conducted in 2012-13 for the ERS and in 2013-14 for the CLASS ratings.

* Denotes statistical significance of p<0.05

** Denotes statistical significance of p<0.01

Characteristics of Coaching. Analysis of the coaching data revealed several trends, both in the amount of collaboration between teachers and coaches, and in the stability of the coach-teacher pairs. Figure 1 shows the total number of contacts between teacher and coach, and Figure 2 shows the total amount of time that the pair spent in collaboration. Over one-third of the teacher-coach pairs had approximately 50 contacts over the four-year period. This is equivalent to approximately 13 contacts per year, and 1.4 contacts per month, over the course of a nine-month school year. In terms of the total coaching time, over 50% of the teacher-coach pairs collaborated for between 2 hours and 3.75 hours per month. Of the 166 teachers in our sample, 34.9% had the same coach for the three-year period of 2011-12 through 2013-14.

Figure 1. Number of contacts between coach-teacher pairs, 2010-11 to 2013-14

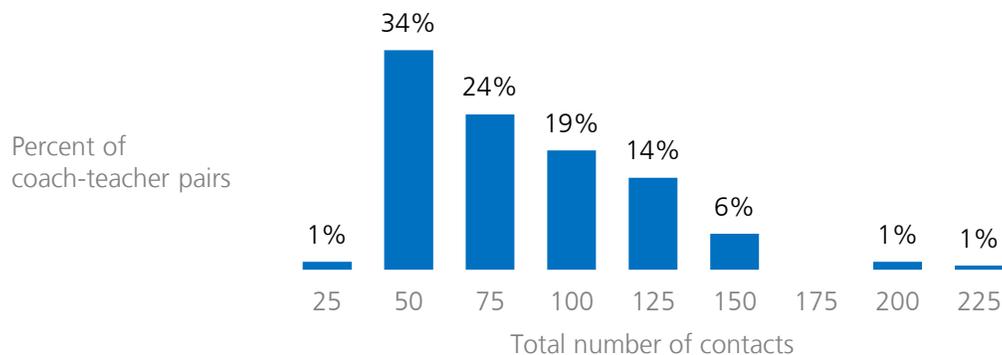
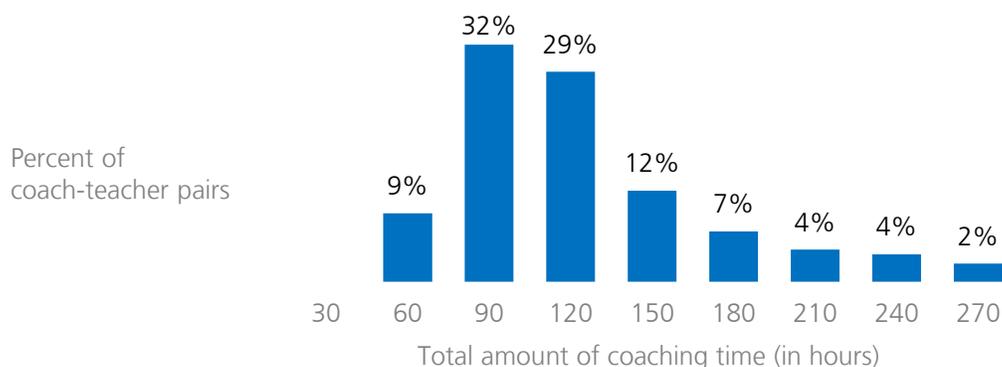


Figure 2. Amount of time spent together by coach-teacher pairs, 2010-11 to 2013-14



Regression Analyses. The multivariate logistic regressions for each of the outcomes are displayed in Tables 9 to 12. These regressions include all variables that were significant in the univariate regressions at the $p < .25$ level.

Table 9. Multivariate Logistic Regression to Predict Improvement on the ERS, 2010-11 to 2011-14

Effect	Estimate	SE	Wald χ^2	P
Intercept	-0.34	0.27	1.58	0.21
Family child care center	-0.26	0.20	1.69	0.19
6 or more years of coaching	0.31	0.25	1.51	0.22

Effect	Odds Ratio	95% CI
FCC vs. center	0.59	(.26, 1.29)
6+ years in coaching vs. < 6 years in coaching	0.54	(.20, 1.44)

As shown in the preceding table, none of the variables in the multivariate regression significantly predicted improvements on the ERS.

Table 10. Multivariate Logistic Regression to Predict Improvement on the CLASS Emotional Support Subscale, 2010-11 to 2011-14

Effect	Estimate	SE	Wald χ^2	P
Intercept	1.14	0.50	5.20	0.02
Family child care center	0.26	0.21	1.51	0.22
6 or more years of coaching	-0.13	0.25	0.27	0.61
Same teacher-coach pair for three years	0.38	0.19	3.80	0.05
Teacher has a bachelor's degree	-0.16	0.19	0.77	0.38
Number of contacts between teacher and coach	-0.01	0.01	1.18	0.28

Effect	Odds Ratio	95% CI
FCC vs. center	1.67	(.74, 3.77)
6+ years in coaching vs. < 6 years in coaching	0.77	(.29, 2.06)
Same teacher-coach pair vs. different teacher-coach pair	2.13	(1.00, 4.57)
Teacher has a bachelor's degree vs. no bachelor's	0.72	(.35, 1.50)
Number of contacts	0.99	(.99, 1.00)

As shown in the table above, the effect of having the same teacher-coach pair was the only significant effect ($p=.05$). In particular, classrooms with the same teacher-coach pair were over two times as likely to demonstrate improvement on the Emotional Support subscale of the CLASS.

Table 11. Multivariate Logistic Regression to Predict Improvement on the CLASS Classroom Organization Subscale, 2010-11 to 2011-14

Effect	Estimate	SE	Wald χ^2	P
Intercept	0.39	0.29	1.83	0.18
Family child care center	0.23	0.20	1.33	0.25
6 or more years of coaching	0.34	0.25	1.92	0.17
Same teacher-coach pair for three years	0.36	0.19	3.50	0.06
Teacher has a bachelor's degree	-0.22	0.19	1.34	0.25

Effect	Odds Ratio	95% CI
FCC vs. center	1.60	(.72, 3.54)
6+ years in coaching vs. < 6 years in coaching	1.98	(.75, 5.20)
Same teacher-coach pair vs. different teacher-coach pair	2.06	(.97, 4.39)
Teacher has a bachelor's degree vs. no bachelor's	0.65	(.31, 1.36)

As shown in the table above, the effect of having the same teacher-coach pair was the only effect that approached significance ($p=.06$). Classrooms with the same teacher-coach pair were over twice as likely to demonstrate improvement on the Classroom Organization subscale of the CLASS.

Table 12. Multivariate Logistic Regression to Predict Improvement on the CLASS Instructional Support Subscale, 2010-11 to 2011-14

Effect	Estimate	SE	Wald χ^2	P
Intercept	-0.98	0.48	4.20	0.04
6 or more years of coaching	0.82	0.51	2.56	0.11

Effect	Odds Ratio	95% CI
6+ years in coaching vs. < 6 years in coaching	2.27	(.83, 6.18)

Finally, as shown in the preceding table, none of the variables were significant predictors of improvement on the CLASS Instructional Support subscale. However, the intercept was significant, indicating that classrooms were more likely to show no improvement on this subscale.

Overall, the only significant predictor of improvement on quality measures was the presence of the same teacher-coach pair across three years. This variable was positively related to improvement on the Emotional Support and Classroom Organization subscales of the CLASS.

Conclusions

The goals of this investigation of coaching at LAUP were to learn more about the relationship between coaching practices and quality, and to better understand the connection between coaching activities and the scores received by providers on quality rating scales. LAUP's coaching model emphasizes the importance of supportive relationships between coaches and teachers. Because the success of LAUP's quality improvement efforts depends in large part on these strong, collaborative partnerships, it is important that partners both agree on their desired goals and work together to achieve those goals. The current study examined variation between coach-teacher pairs in terms of types of partnerships and beliefs about quality, and then asked how this variation might predict classroom quality ratings.

Relationships

The first research question posed by this study was: what are the general characteristics of coach-teacher working relationships, and do coach-teacher pairs agree about the characteristics of their own relationships? To answer these questions, we created surveys containing questions about participants' coaching relationships and beliefs about quality, which were completed by teachers (Appendix B) and coaches (Appendix C). Coaches and teachers both agreed that they experienced high levels of respect, rapport, and receptivity within their working relationships; these results suggest that coach-teacher partnerships are strong, and that both parties generally agree on their characteristics. Overall, when teachers and coaches were asked to rate their partner's level of experience in the field of early childhood education relative to their own, coaches tended to report that the teachers they worked with had less experience, while teachers generally reported that the coaches they worked with were more experienced. On a pair-by-pair basis, however, teachers and coaches did display some disagreement as to which individual was the more experienced of the pair, and by how much. This finding is not necessarily cause for concern; as long as coaches and teachers maintain supportive relationships and demonstrate respect for one another, relative years of experience may be a non-issue. Nevertheless, in cases where the relationship is conflicted, it might be advisable to examine whether the coach and teacher lack understanding of each other's backgrounds, which could potentially lead to false assumptions or conflict.

As another approach to characterizing coach-teacher partnerships, we conducted observations of typical site visits by coaches. The observers took notes on conversations and behaviors, and rated participants on domains including communication, effort, and rapport (Appendix D). There may be room for improvement in the areas of communication and focus during coaching visits; both coaches and teachers received somewhat higher scores for behaviors corresponding to a positive and friendly attitude, as compared to behaviors corresponding to communication and work productivity. This finding may have been due to the timing of the observations at the end of the school year, or alternatively, may simply reflect the fact that it is easier to be continuously pleasant than it is to be continuously productive. Winston et al. (2012) found that a major stumbling block in coach-teacher relationships was a lack of direct discussion and conversation between coaches and teachers; unfortunately, due to the constant need to attend to the demands of the classroom, these discussions are often cut short. Overall, however, teachers and coaches reported that their working relationships were positive and respectful, and observations of coaching sessions supported this finding.

Quality Factors

Our next research question examined whether coach-teacher pairs agreed on the relative importance of several factors that contribute to creating high-quality early educational settings. Survey questions explored teachers' and coaches' levels of agreement on the appropriate prioritization of important quality and coaching practices (Appendices B and C). These questions were designed to investigate whether coaches and teachers generally have the same goals and beliefs regarding quality. We hoped to discover any systematic differences of opinion that might hinder the LAUP coaching model or the pursuit of classroom quality improvement.

Of the four assessment-focused quality factors that were listed, the principles of the CLASS Emotional Support Domain were rated by coaches and teachers overall as being the most important (tied with Instructional Support, in teacher ratings), and also prompted the highest levels of agreement by coach-teacher pairs. Ratings of perceived importance were lowest for the ECERS/ FCCERS Environmental Quality scales. Consensus between coaches and teachers was more likely for factors generally considered to be more important, which received consistently high ratings; items with lower average ratings of importance also tended to have lower levels of agreement. Similarly, when coaches and teachers were asked to rate the importance of quality factors related to teacher characteristics, both groups rated teacher-child ratio and teacher experience as being more

important to quality than teacher credentials. However, the greatest apparent disagreement between coaches and teachers was on the subject of teacher credentials; on average, teachers considered credentials to be more important than coaches did. Thus, coaches and teachers were unified on the factors that were most important for creating quality, but disagreed in their assessments of which items were less important. This finding is encouraging, because it suggests that coaches and teachers are not experiencing pressure to focus on factors that are widely thought of as unimportant or irrelevant – in other words, the quality factors promoted by the LAUP model are all considered to be at least somewhat useful by both coaches and teachers.

Coaches and teachers were also asked to list, in an open-ended format, any factors that were not included in the rating scale but which they considered to be important for creating quality. The two groups tended to independently nominate similar factors as being helpful for quality improvement. The write-in factors most commonly named by both coaches and teachers were related to parent involvement and professional development opportunities; coaches also frequently mentioned themes relating to level of teacher experience. Similarly, when asked to name the specific activities performed by coaches that were most helpful for improving quality, both coaches and teachers nominated activities related to providing feedback and resources. When all survey results are considered together, the factors that were considered the most important were teacher-child ratio, the CLASS Emotional Support Domain, parent involvement, and professional development; the relative importance of these factors was agreed upon, overall, by coaches and teachers.

Activities

Our third research question asked which coach-teacher activities and discussion topics were most commonly observed during site visits, and whether these typically observed activities and topics reflected coaches' and teachers' beliefs about the relative importance of quality factors. During five typical site visits, observers watched and recorded the activities of five teacher-coach pairs. The most common theme from observation notes was "relationship," including maintenance or creation of a positive relationship between the coach and the teacher. Themes of quality improvement were also prevalent, including "feedback," "goalsetting," "discussion of specific activities," and "modeling".

The overall findings from observation notes reflected LAUP's intended model of coaching: coaches and teachers primarily engaged in activities that were focused on either relationship-building or quality improvement. Within the category of quality improvement, a strengths-based approach to coaching seemed to be equally balanced with discussions of challenges faced by the teachers. Coaches also engaged in targeted strategies like modeling, and helped teachers set goals and plan future activities.

After the site visit, the teacher and coach both completed a short post-observation survey (Appendix E and Appendix F, respectively). When teachers were asked to indicate which quality support topics they had either discussed or set goals for during the observed session, the CLASS Instructional Support Domain was the most frequently chosen topic overall (aside from "Other"), followed by "Reading" and "ECERS or FCCERS". Write-in topics within the "Other" category were primarily related to logistical planning and preparing for the next school year. The post-observation survey also asked teachers and their coaches to rate the teacher's perceived effort toward achieving goals, and success in attaining them, as of the current visit. Teachers and coaches both rated effort and attainment highly, demonstrating both agreement on and appreciation for the hard work of the teachers.

To summarize, both teachers and coaches reported that goals were met during their coaching sessions, and notes from observations show that feedback, goalsetting, and relationship-building occurred frequently during these sessions as well. Teachers were more likely to report that their coaching sessions included goals or discussions related to the CLASS Instructional Support Domain, as compared to the Emotional Support Domain. Teachers were also more likely to report spending time on ECERS/ FCCERS assessment goals than on the CLASS Emotional Support Domain. At first glance, this suggests a potential mismatch between the domains that are considered most important for quality support (i.e., the Emotional Support Domain), and the domains on which teachers and coaches actually spend most of their time. However, these observations took place well into the course of the coach-teacher relationship. If the Emotional Support Domain was considered to be the most important by both teachers and coaches, it could be the case that work on this domain had already been prioritized at the beginning of coaching efforts. Therefore, few goals for emotional support may remain to be addressed. Future research should continue to investigate the extent to which coaches and teachers believe their day-to-day work reflects their priorities for quality improvement.

Effects of Coaching Characteristics

Our final research question examined how quantity and quality of coaching might affect teachers' scores on classroom quality assessments. To answer this question, we analyzed LAUP's existing data to evaluate the impact of coaching, as measured by several coaching process variables, on changes in classroom quality ratings. Dependent variables in this analysis were two-year changes in ERS overall scores, and three-year changes in CLASS domain scores for emotional support, classroom organization, and instructional support. Explanatory variables included process indicators of coaching for each teacher-coach pair, as well as data on teacher experience and qualifications.

We utilized a series of logistic regressions to assess whether improvement in classroom quality could be explained by any of the teacher experience or coaching process variables. Surprisingly, none of the explanatory variables significantly predicted improvements on ERS scores. For FCC classrooms, ERS scores significantly declined from 2010-11 to 2012-13, while the CLASS Emotional Support and Classroom Organization Domains showed significant improvements. This pattern did not hold true for center classrooms. Center classrooms did not demonstrate a significant decline on the ERS; instead, they showed a significant decline in the Instructional Support Domain of the CLASS.

The only significant predictor of improvement on quality ratings was the presence of the same coach for the duration of the three-year period between 2011-12 and 2013-14. In particular, classrooms that maintained the same teacher-coach pair for three years were over twice as likely to demonstrate improvement on the Emotional Support ($p=.05$) and Classroom Organization ($p=.06$) Domains of the CLASS. However, no variables significantly predicted improvement on the CLASS Instructional Support Domain; classrooms were more likely to show no improvement on this subscale.

Summary and Recommendations

Overall, findings from our investigation of LAUP coaching indicate that coaches and teachers generally agree on quality practices and priorities, have strong relationships, and work hard to achieve their goals. The high levels of respect and rapport discovered by this study are encouraging for LAUP's coaching efforts. Interestingly, the maintenance of a stable coaching relationship was found to be the only significant predictor of classroom improvement on quality measures. Based on this finding, we recommend that the "fit" in personality and priorities between a given teacher and his or her coach, as well as any history of having worked together, should be taken into account whenever possible during the process of creating coaching assignments. This consideration would be expected to lead to more stable relationships and higher classroom quality ratings, which in turn, will contribute to creating better outcomes for LAUP's preschool students.

References

- Harms, T., Clifford, R. M., & Cryer, D. (2005). *Early Childhood Environment Rating Scale – Revised Edition*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R. M. (2007). *Family Child Care Environment Rating Scale – Revised Edition*. New York, NY: Teachers College Press.
- Hosmer, D. W., Jr., & Lemeshow, S. (2000). *Applied Logistic Regression* (2nd ed.). New York: John Wiley & Sons.
- Isner, T., Tout, K., Zaslow, M., Soli, M., Quinn, K., Rothenberg, L., & Burkhauser, M. (2011). *Coaching in early care and education programs and quality rating and improvement systems (QRIS): Identifying promising features*. Washington, DC: Child Trends.
- López, G. (2013). *The effectiveness of the LAUP coaching model*. Los Angeles, CA: Los Angeles Universal Preschool.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2007). *Classroom Assessment Scoring System*. Brookes Publishing.
- Tout, K., Zaslow, M., Halle, T., & Forry, N. (2009). *Issues for the next decade of quality rating and improvement systems*. Washington, DC: Child Trends.
- Winston, P., Atkins-Burnett, S., Akers, L., Xue, Y., Moiduddin, E., Smith, E., Aikens, N., Lyskawa, J., Mason, R., & Sparchman, S. (2012). *Quality support coaching in LAUP: Findings from the 2011-2012 program year*. Washington, DC: Mathematica Policy Research.
- Zaslow, M., Tout, K., Halle, T., Whittaker, J. V., & Lavelle, B. (2010). *Toward the identification of features of effective professional development for early childhood educators: Literature review*. Washington, DC: Child Trends.

Appendix A

Data Collection Methods

This study was a mixed-methods study which employed several types of data collection in an effort to create a comprehensive picture of coaching at LAUP. Methods included self-report surveys, classroom observations, and multilevel analysis of existing coaching and classroom data.

Surveys. Collection of data on coach-teacher relationships and agreement on quality was primarily conducted via survey. The population for this survey was comprised of all the LAUP Quality Support Coaches, and a total of 20 teachers (one preschool teacher per coach). Using the LAUP database of coach assignments, researchers randomly selected one teacher from each coach's caseload to create 20 coach-teacher pairs. These pairs were created in order to enable matching of coach responses to teacher responses; in other words, we were interested in the relationships and specific interactions between individuals, rather than in coaches' general opinions about teachers and vice versa.

Contact was first established with the selected teachers, under the assumption that some reassignments might be required to obtain a correct coach-teacher match. In fact, several of the originally selected teachers were discovered to no longer be working with LAUP, and in those cases a new teacher was randomly selected from the coach's caseload. Once a correct match was obtained, both coach and teacher were assigned survey ID numbers, and participating teachers were asked to complete the Relationships and Quality Survey for Teachers (Appendix B). Teachers were assured that their responses would remain confidential and would not be shared except as aggregated data. A paper version of the survey was provided as well as an online version, since some provider sites do not have access to the internet; however, most teachers chose to complete the online version. In return for their participation and time, teachers were compensated with a \$10 gift card to Target when their completed survey was received.

Once a teacher's survey was received, their survey ID number was used to identify the coach with whom they were paired. For each teacher who returned their survey, the matching coach was asked to complete the Relationships and Quality Survey for Coaches (Appendix C). Because coaches work with multiple teachers, they were given the name of the teacher in their survey pair, and they were asked to answer the survey questions as they related to that particular teacher. Coaches were also assured that their responses would remain confidential and would not be shared except as aggregated data. Again, a paper version of the survey was provided in addition to an online version; most coaches chose to complete the survey online. Coaches were not compensated for their participation, as it was considered to be within the scope of their LAUP duties. Once a coach's completed survey was received, their ID number was then used to match their survey responses with the appropriate teacher's responses.

Many questions about relationships on the coach and teacher surveys were complementary. For example, the coach survey asked coaches to rate, on a Likert-type scale from 1 to 5, "How often do you feel that this teacher respects you?" The corresponding question on the teacher survey asked teachers to rate, on a Likert-type scale from 1 to 5, "How often do you feel that this coach respects you?" Coaches and teachers were also asked complementary open-ended questions to investigate their beliefs about coaching practices; for example, one question on the coach survey was, "In your opinion, what coaching activities or responsibilities are the most helpful to providers and teachers in improving their preschool's quality? (These could be things you choose to do, or they could be things you are expected to do.)" The complementary question on the teacher survey was, "In your opinion, what are the coaching activities that are most helpful to you in improving your preschool's quality? (These could be things only your coach does, or they could be things every coach does.)" These questions were intended to probe not only the characteristics of coach-teacher relationships, but also the level of agreement about relationship characteristics between partners, as well as agreement on important aspects of quality and coaching practices.

In addition to these complementary questions, the surveys also contained some questions that were identical. For example, both coaches and teachers were asked to rate, on a scale from 1 to 5, how important they believed several components of quality were to the creation of a high-quality preschool experience (components included CLASS domains, teacher qualifications, and other factors which contribute to classroom quality). These questions were used to investigate whether coaches and teachers have the same goals and

beliefs regarding quality. By asking to what extent coaches and teachers agreed on the nature of their relationships and their overarching goals, we hoped to highlight any systematic differences of opinion that might hinder the LAUP coaching model or the pursuit of classroom quality.

Observations. In order to capture the types of interactions that occurred between coach and teacher during onsite coaching sessions, we observed five coach-teacher pairs during a typical site visit and recorded their activities. To avoid overburdening coaches with requests, the coaches selected for observations were those whose assigned teachers had not completed the Relationships and Quality Survey. When a teacher assigned to a given coach had not returned their Relationships and Quality Survey by the end of the survey period, that teacher was removed from the eligible sample and a new teacher was selected to pair with that coach. These new pairs were created to minimize self-selection bias, on the theory that teachers who did not return the survey might systematically differ from those who did (e.g., they might be less happy with their coach, or less invested in the program). Ideally, new coaches would also have been selected for observation purposes; however, the limited number of coaches made this infeasible.

Once the five new pairs had been created, coaches were asked for permission to observe a typical visit to that teacher's classroom. Observers remained as unobtrusive as possible, sitting to the side of the classroom so as not to disrupt the typical flow of activity. A basic observation form and rating scale were used to record coach and teacher interactions (Appendix C). Observations were recorded in three categories: Communication, Interest/Effort, and Professional Rapport. During the site visit, observers took notes on the coaches' and teachers' behaviors in these categories. Observers shadowed the coach for the duration of the site visit (approximately three hours). At the end of the visit, observers used the notes they had taken to complete a brief series of rating scales within the same three categories of Communication, Interest/Effort, and Professional Rapport. These scales contained characteristics of coach-teacher interaction which the observer rated from 1 (Strongly Disagree) to 4 (Strongly Agree). Separate ratings were given for the teacher and the coach. For example, one statement in the category of Interest/Effort was "Acknowledges and responds to partner's statements." Observers rated their agreement with this statement as it applied to the teacher, and also rated their agreement with this statement as it applied to the coach. Thus, the ratings received by a coach and teacher were based on the same observation, but the scores received could differ based on individual activities.

After the site visit had concluded, the teacher and coach were both asked to complete a short post-observation survey (Appendix D and Appendix E, respectively). This survey differed from the coach-teacher relationship survey; the purpose of this measure was to evaluate coaches' and teachers' perceptions of their own communication, effort, and rapport during the site visit. The version of the survey given to the coaches contained five statements to be rated from 1 to 5 on Likert-type scales; for example, one statement was "On a scale from 1 to 5, please rate how much effort you think the teacher put toward meeting goals since your last visit." The survey given to teachers contained complementary statements and rating scales; for example, "On a scale from 1 to 5, please rate how much effort you think you put toward meeting goals since your last visit." The post-observation teacher survey also included checklists and open-ended questions allowing teachers to indicate their progress in achieving goals and to list the topics addressed during the visit. Post-observation coach and teacher surveys were matched with each other to obtain a measure of agreement about the activities and characteristics of each site visit.

Existing Data. In order to evaluate the impact of coaching on ratings of classroom quality, we utilized existing administrative data. We merged data from several internal sources to create a longitudinal database containing four years of data, from 2010-11 through 2013-14. The database contained STAR rating information and coaching process variables for each lead teacher. Also included in the database were the following types of data: teacher age in 2010-11, child development permit information, educational degree, classroom quality ratings, total amount of coaching time received, average length of each coaching session, and total number of coaching sessions.

The primary goal of analyzing LAUP's existing data was to evaluate the impact of coaching, as measured by the coaching process variables, on changes in classroom quality ratings. LAUP's QRIS system utilizes two measures of program quality: the Environment Rating Scales (ERS), i.e., the Early Childhood Environment Rating Scales-Revised (ECERS-R; Harms, Clifford, & Cryer, 2005) for child care centers and the Family Child Care Environment Rating Scale-Revised (FCCERS-R; Harms, Cryer, & Clifford, 2007) for family child care centers; and the

Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2007). The ERS has a total of 38-43 items spanning seven subscales, and also has a total overall score, whereas the CLASS has 10 subscales organized into three domains of teacher-child interactions: emotional support, classroom organization, and instructional support. All LAUP classrooms were assessed using the ERS in 2010-11 and 2012-13 and the CLASS in 2010-11 and 2013-14. Therefore, the dependent variables in this analysis were the two-year changes in the ERS overall scores and the three-year changes in the CLASS subscores for emotional support, classroom organization, and instructional support.

Our explanatory variables included process indicators of coaching for each teacher-coach pair, as well as data on teacher experience and qualifications. Our coaching data included the total amount of coaching time received, the total number of sessions, and the number of years that the classroom participated in coaching with LAUP. For teacher experience, we examined the age and educational degree for the lead teacher, as well as whether each lead teacher held additional positions at the site, e.g., other teacher or site supervisor.

Because we were focused on the coach-lead teacher relationship, we were interested in changes in classroom quality that could be attributed to one teacher-coach pair. In a stable teacher-coach pairing, we expected that lead teachers would become more effective at making instructional and classroom changes as the level of trust and rapport with their coaches deepened. Similarly, we expected that coaches would become more effective as their knowledge of the teacher and program increased. To examine the impact of coaching on classroom quality, we sampled classrooms in which the teacher had an ample period of time to form a rapport and effective relationship with their coach. Specifically, we chose the 166 classrooms in which the same lead teacher had been assigned over a four-year period, from 2010-11 through 2013-14. The average age of the sample was 45.62 years, $SD = 10.36$. The remaining characteristics of the sample are displayed in Table 13. Overall, nearly 40% of the sample held a position in addition to that of lead teacher, and approximately two-thirds held a bachelor's degree or higher.

Table 13. Sample Characteristics for LAUP Lead Teachers, 2011-2014 (N=166)

Characteristic	%
Position in addition to lead teacher	
Lead teacher only	61.5
Other teacher	5.4
Site supervisor	33.1
Provider type	
Family child care center	31.3
Private non-profit	27.7
Private for-profit	9.0
Public center	32.0
Educational attainment (N=157)	
Some college	15.3
Associates	18.5
Bachelors	60.5
Masters	5.1
Doctorate	0.6

We expected to find the most improvement in classrooms in which not only the lead teacher but also the coach remained the same during the 2010-2014 time period. In a stable teacher-coach pairing, we expected that lead teachers would be more effective at making instructional and classroom changes as the level of trust and rapport with their coaches deepened. Similarly, we expected that coaches would become more effective as their knowledge of the teacher and program increased. Therefore, our explanatory variables also included an indicator of whether the coach remained the same during the four-year timeframe.

Analysis Plan. We utilized a series of logistic regressions to assess whether improvement in classroom quality was affected by any of the teacher or coaching variables. For each of the four outcome variables (i.e., the ERS and CLASS subscale scores), we created a binary variable to indicate whether or not there was an improvement in the measure since the 2010-11 assessment. We then conducted univariate regressions to predict improvements in program quality from each of the explanatory variables. Variables that were significant at the $p = .25$ level were included in the final multivariate regression model.

The explanatory variables for our study were the teacher variables (age, child development permit, educational degree) and coaching process variables (amount and duration of coaching, average length of coaching session, and total number of sessions). We conducted a univariate logistic regression of each explanatory variable on the binary outcome variables to determine whether or not they significantly impacted the likelihood that a classroom's quality rating would improve. Variables that were significant at the $p = .25$ level were included in the final multivariate regression model (Hosmer & Lemeshow, 2000).

Appendix B

Relationships and Quality Survey for Teachers

Thank you for participating in this LAUP survey! The purpose of this survey is to discover what aspects of teaching and coaching you think are most important, and to learn how LAUP can support its teachers and coaches in the best way possible. This data is being collected for research purposes only, so please feel free to be completely honest. Your answers will be anonymous, and we will not share any of your answers with coaches, fellow teachers, or other LAUP staff.

Relationships

Please rate your coach on the following qualities by choosing the option that best reflects how you feel.

Respect – How often do you feel that your coach respects you?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Rapport – Do you and your coach get along well on a day-to-day basis?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Experience – How much experience does your coach have in Early Childhood Education, compared to your own level of experience?

1	2	3	4	5
Much less	Somewhat less	The same	Somewhat more	Much more

Receptivity – How often does your coach show appreciation for your suggestions, or include your suggestions in the process of setting goals?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Quality

Please rate the following factors on how important you think each one is for creating a high-quality preschool experience.

	Not important	A little important	Somewhat important	Very Important	Extremely important
Teacher-Child Ratio	1	2	3	4	5
ECERS/ FCCERS Environmental Quality	1	2	3	4	5
Teaching Experience	1	2	3	4	5
Teaching Credentials	1	2	3	4	5
Principles of CLASS Emotional Support	1	2	3	4	5
Principles of CLASS Classroom Organization	1	2	3	4	5
Principles of CLASS Instructional Support	1	2	3	4	5

What other factors do you think are important for a high-quality preschool experience? Please list as many or as few as you would like.

In your opinion, what are the coaching activities that are **most helpful** to you in improving your preschool's quality? (These could be things only your coach does, or they could be things every coach does.)

In your opinion, what are the coaching activities that are **least helpful** to you in improving your preschool's quality? (These could be things only your coach does, or they could be things every coach does.)

Do you have any suggestions for improving the process of providing coaching to teachers? Please let us know of any changes you can think of that would help teachers in general, or that would help you specifically.

What is your position title?

Director

Site Supervisor

Lead Teacher

Assistant Teacher

Other: _____

How long have you been working with any LAUP coach? _____ years _____ months

How long have you been working with this LAUP coach? _____ years _____ months

Thank you for your participation!

Appendix C

Relationships and Quality Survey for Coaches

Thank you for participating in this LAUP survey! The purpose of this survey is to discover what aspects of teaching and coaching you think are most important, and to learn how LAUP can support its teachers and coaches in the best way possible. This data is being collected for research purposes only, so please feel free to be completely honest. Your answers will be anonymous, and we will not share any of your answers with fellow coaches, teachers, or other LAUP staff.

Relationships

Please rate the teacher on the following qualities by choosing the option that best reflects how you feel.

Respect – How often do you feel that this teacher respects you?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Rapport – Do you and this teacher get along well on a day-to-day basis?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Experience – How much experience does this teacher have in Early Childhood Education, compared to your own level of experience?

1	2	3	4	5
Much less	Somewhat less	The same	Somewhat more	Much more

Receptivity – How often does this teacher show appreciation for your suggestions, or agree to make changes based on your suggestions?

1	2	3	4	5
Very rarely	Rarely	Sometimes	Often	Very often

Quality

Please rate the following factors on how important you think each one is for creating a high-quality preschool experience.

	Not important	A little important	Somewhat important	Very Important	Extremely important
Teacher-Child Ratio	1	2	3	4	5
ECERS/ FCCERS Environmental Quality	1	2	3	4	5
Teaching Experience	1	2	3	4	5
Teaching Credentials	1	2	3	4	5
Principles of CLASS Emotional Support	1	2	3	4	5
Principles of CLASS Classroom Organization	1	2	3	4	5
Principles of CLASS Instructional Support	1	2	3	4	5

What other factors do you think are important for a high-quality preschool experience? Please list as many or as few as you would like.

In your opinion, what coaching activities or responsibilities are the **most helpful** to providers and teachers in improving their preschool's quality? (These could be things you choose to do, or they could be things you are expected to do.)

In your opinion, what coaching activities or responsibilities are the **least helpful** to providers and teachers in improving their preschool's quality? (These could be things you choose to do, or they could be things you are expected to do.)

Do you have any suggestions for improving the coaching process? Please let us know of any changes you can think of that would help coaches in general, or that would help you specifically.

Appendix D

Coach/ Teacher Observation Notes

Observation Date: _____ School/ Classroom: _____

Teacher Name: _____ Teacher Title: _____

Coach Name: _____

	Communication	Interest/ Effort	Professional Rapport
NOTES:			

Communication

Asks questions and listens to the answers

Teacher				Coach			
1	2	3	4	1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree

Makes eye contact, uses friendly body language

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Appears open to feedback, opinions, and suggestions

Teacher				Coach			
1	2	3	4	1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree

Uses respectful language and a pleasant tone

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Interest and Effort

Demonstrates personal relationship (e.g., asks about family, discusses life outside school)

Teacher				Coach			
1	2	3	4	1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree

Takes advantage of opportunities for communication

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Acknowledges and responds to partner's statements

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Gives partner undivided attention, does not multitask

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Professional Rapport

Actively participates in collaborative planning or problem-solving

Teacher				Coach			
1	2	3	4	1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree

Requests or suggestions are specific and goal-oriented

Teacher				Coach			
1	2	3	4	1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree

Shows evidence of following through on mutually agreed-upon tasks

Teacher				Coach			
1	2	3	4	1	2	3	4
Rarely	Sometimes	Often	Almost always	Rarely	Sometimes	Often	Almost always

Suggests a goal for him/herself, or volunteers to complete a task

Teacher: Y N Number of times observed: _____

Coach: Y N Number of times observed: _____

Appendix E

Post-Observation Teacher Questionnaire

Thank you for participating in this LAUP survey! The purpose of this survey is to summarize the activities and interactions that took place during your visit with your coach today. This data is being collected for research purposes only, so please feel free to be completely honest. Your answers will be anonymous, and we will not share your answers with fellow teachers, coaches, preschool providers, or other LAUP staff.

How many goals, if any, did you and your coach set on this visit? _____

Which topics did the goals you set apply to? (Check all that apply)

___ CLASS – Instructional Support Domain

___ CLASS – Emotional Support Domain

___ CLASS – Classroom Organization Domain

___ ECERS/ FCCERS

___ Mathematics instructional development

___ Science or STEM instructional development

___ Reading or literacy instructional development

___ Other topic: _____

How many existing goals, if any, did you meet on this visit? _____

Which topics did the goals that were met apply to?

___ CLASS – Instructional Support Domain

___ CLASS – Emotional Support Domain

___ CLASS – Classroom Organization Domain

___ ECERS/ FCCERS

___ Mathematics instructional development

___ Science or STEM instructional development

___ Reading or literacy instructional development

___ Other topic: _____

What topics did you and your coach discuss on this visit?

- CLASS – Instructional Support Domain
- CLASS – Emotional Support Domain
- CLASS – Classroom Organization Domain
- ECERS/ FCCERS
- Mathematics instructional development
- Science or STEM instructional development
- Reading or literacy instructional development
- Other topic: _____

How long was your individual meeting with the coach on this visit? (Do not include observation time or time helping in the classroom.)

- Less than 10 minutes
- 10-20 minutes
- 20-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

On a scale from 1 to 5, please rate how well you think you met your goals on this visit:

1	2	3	4	5
No goals were met	A few goals were met	Some goals were met	Many goals were met	All goals were met

On a scale from 1 to 5, please rate how much effort you think you put toward meeting goals since your last visit:

1	2	3	4	5
No effort	Very little effort	Some effort	A lot of effort	Extreme effort

On a scale from 1 to 5, please rate how open the coach was to your suggestions on this visit:

1	2	3	4	5
Not at all open	A little open	Somewhat open	Mostly open	Very open

On a scale from 1 to 5, please rate how friendly your relationship with the coach was on this visit:

1	2	3	4	5
Not at all friendly	A little friendly	Somewhat friendly	Mostly friendly	Very friendly

On a scale from 1 to 5, please rate how respectful the coach was to you on this visit:

1	2	3	4	5
Not at all respectful	A little friendly	Somewhat respectful	Mostly respectful	Very respectful

What is your position title?

___ Director

___ Site Supervisor

___ Lead Teacher

___ Assistant Teacher

___ Other: _____

How long have you been working with **any** LAUP coach? _____ years _____ months

How long have you been working with **this** LAUP coach? _____ years _____ months

Thank you for your participation!

Appendix F

Post-Observation Coach Questionnaire

Thank you for participating in this LAUP survey! The purpose of this survey is to summarize the activities and interactions that took place during your visit with your teacher today. This data is being collected for research purposes only, so please feel free to be completely honest. Your answers will be anonymous, and we will not share your answers with fellow coaches, teachers, preschool providers, or other LAUP staff.

On a scale from 1 to 5, please rate how well you think you met your goals on this visit:

1	2	3	4	5
No goals were met	A few goals were met	Some goals were met	Many goals were met	All goals were met

On a scale from 1 to 5, please rate how much effort you think the teacher put toward meeting goals since your last visit:

1	2	3	4	5
No effort	Very little effort	Some effort	A lot of effort	Extreme effort

On a scale from 1 to 5, please rate how open the teacher was to your suggestions on this visit:

1	2	3	4	5
Not at all open	A little open	Somewhat open	Mostly open	Very open

On a scale from 1 to 5, please rate how friendly your relationship with the teacher was on this visit:

1	2	3	4	5
Not at all friendly	A little friendly	Somewhat friendly	Mostly friendly	Very friendly

On a scale from 1 to 5, please rate how respectful the teacher was to you on this visit:

1	2	3	4	5
Not at all respectful	A little friendly	Somewhat respectful	Mostly respectful	Very respectful