Building a Coach Designation System: CEELO Leadership Academy Job-Embedded Project

Laura Reid
Professional Learning Specialist
Bright from the Start:
Georgia Department of Early Care and Learning
Project Need and Background
Project Objectives

- All birth – five teachers statewide have access to qualified, skilled coaches
- Training and coursework on job-embedded professional learning is available statewide
- Coach designation system is embedded in the Training Approval system
- State professional learning policies are inclusive of job-embedded professional learning
Population Results Statement

All birth – five teachers in Georgia are well-prepared to teach young children.
Indicator: Data on Classroom Quality 2008 - 2009

Child Care Center Findings: Quality
Quality of Georgia’s Infant/Toddler Classrooms (ITERS-R)

- Low: 28%
- Medium: 39%
- High: 35%

Child Care Center Findings: Quality
Quality of Georgia’s Preschool Classrooms (non GA Pre-K) (ECERS-R)

- Low: 2%
- Medium: 40%
- High: 58%

Family Child Care Quality (FCCERS-R)

- Low: 32%
- Medium: 65%
- High: 3%

GA Pre-K Findings: Quality

ECERS-R Means:
- Centers: 3.16
- Schools: 3.74

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Program Results
Statement

All birth-five teachers in Georgia have access to a qualified and skilled early learning coach.
# Whole Population Data

**Birth – 5 Teachers and Family Child Care Home Providers in Georgia, 2016**

<table>
<thead>
<tr>
<th><strong>Economic Impact Study, 2016</strong></th>
<th><strong>Total Employees</strong></th>
<th><strong>% of Employees</strong></th>
<th><strong>Statewide Estimated Number</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead teachers, non-GA Pre-K/HS</td>
<td>5,763</td>
<td>23%</td>
<td>15,349</td>
</tr>
<tr>
<td>Lead teachers, GA Pre-K/HS</td>
<td>3,064</td>
<td>12%</td>
<td>8,161</td>
</tr>
<tr>
<td>Assistant teachers, non-GA Pre-K/HS</td>
<td>5,178</td>
<td>20%</td>
<td>13,791</td>
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<tr>
<td>Assistant teachers, GA Pre-K/HS</td>
<td>2,909</td>
<td>12%</td>
<td>7,748</td>
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<tr>
<td>Family child care home operators</td>
<td>1,173</td>
<td>5%</td>
<td>3,124</td>
</tr>
<tr>
<td>Paid Assistants</td>
<td>290</td>
<td>1%</td>
<td>775</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>48,948</td>
</tr>
</tbody>
</table>
Survey of Currently Available Professional Learning Related to Coaching

State-approved Trainings
• 23 trainings are currently available
• 2.0 clock hours (average)
• Majority (17) beginner level
• Formats:
  ▪ 48% face-to-face
  ▪ 48% online
  ▪ 4% webinar

Longer courses
• Coaching, mentoring and technical assistance courses available from a private training organization
• Courses toward a coaching endorsement (teaching certificate add-on) available at two universities and a Regional Educational Services Agency
• Foundations of Coaching - available through DECAL (pilot)
Coach Training Accessed by DECAL and CCR&Rs

- **Teachstone**: myTeaching Partner Coaching, CLASS Feedback Strategies, and Instructional Support Strategies
- **Child Care Aware Training Academy**: Strengths-Based Coaching
- **Early Childhood Professional Development Associates**: Consultation & Coaching in Early Childhood Settings
- **Marcus Autism Center**: Autism Navigator
- **Pyramid Model Consortium**: Practice-Based Coaching
- **Babies Can’t Wait**: Parents Interacting with Infants
Project Timeline and Current Status
Working Group on Coaching

• May 2016
  ▪ Facilitated by UF
  ▪ Strategic planning: SWOT Analysis, vision statement

• June 2016
  ▪ Facilitated by UF
  ▪ Coaching presentations; small group work

• October 2016
  ▪ Facilitated by UF
  ▪ Feedback on Coach Competencies draft
Working Group on Coaching

• January 2017
  ▪ Facilitated by UF
  ▪ Refocusing the group; initial conversation about designation levels

• March 2017 – present
  ▪ Facilitated by Laura
  ▪ Group began meeting monthly
  ▪ Completed draft of competencies
  ▪ Began drafting designation levels
Coach Competencies
Draft Completed

• Building Relationships
• Communicating Effectively
• Facilitating Learning and Change
• Monitoring Progress and Assessing Outcomes
• Professionalism and Ethics
Coach Designation

• Levels are currently being drafted
• Elements will include:
  ▪ Career level
  ▪ Experience in early childhood education
  ▪ Coaching experience
  ▪ Coach Training
  ▪ Knowledge assessment
  ▪ Renewal requirements
Performance Measurement
Performance Measurement Data

How Much?

- Number and location of coaches who have applied for and received the Coach Designation
- Number of teachers who have received coaching from an early learning coach with a coach designation
- Number of coaches who participate in approved professional learning opportunities specific to coaching
- Number of hours of coaching (dosage) teachers have received from an early learning coach with a coach designation
- Number and location of organizations providing coaching
Performance Measurement Data

How Well?

▪ Percent of coaches at each designation level (Self-Study, Associate, Professional and Master)
▪ Percent of teachers who felt that coaching had value and had positive perceptions of their early learning coach
▪ Percent of coaches who felt that coach-specific training had value
▪ Percent of center directors who noticed improvements in teachers’ daily practices

Is anyone better off?

▪ Percent of birth-five teachers who received coaching and demonstrated improved quality in their classrooms (ITERS, ECERS, FCCRS or CLASS scores)
Contact Information:

Laura Reid  
Professional Learning Specialist  
laura.reid@decal.ga.gov  
404.463.0788

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