![Mathematica — Progress Together]

Research BRIEF

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A Spotlight on Professional Development in Head Start: FACES Spring 2017

APPENDIX TABLES

Table 1: Professional development activities offered to teachers in centers by program size: Spring 2017								
	Center directors							
Professional development activities offered to teachers in centers	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Professional development activities offered	62		81		95		81	
Consultants hired to work directly with staff		83.3		79.6		63.9		81.4
Attendance at regional conferences		73.5		79.8		64.1		70.2
Attendance at state conferences		77.0		77.8		60.0		56.9
Attendance at national conferences		52.0		62.4		32.2		49.8
Paid substitutes to allow teachers time to prepare, train, and/or plan		59.2		64.0		63.2		55.9
Mentoring or coaching		72.9		89.0		91.2		95.7
Workshops/trainings sponsored by the program		100.0		100.0		99.7		94.5
Workshops/trainings provided by other organizations		96.1		98.1		95.2		90.5
A community of learners[a]		57.3		52.0		54.7		58.8
Time to participate in Office of Head Start T/TA webinars		65.5		79.0		59.4		73.8
Tuition assistance		73.7		64.5		66.3		68.0
Onsite AA or BA courses		4.9		7.7		15.6		13.0

Source: Spring 2017 FACES Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs.

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

AA = associate's degree; BA = bachelor's degree; T/TA = training and technical assistance.

Table 2: Methods programs use to determine the staff who receive intensive coaching: Spring 2017		
Methods programs use to determine who receives intensive coaching	n	Percentage
Methods to determine who receives intensive coaching	143	
Conduct classroom observations		92.4
Review classroom-level assessment data		82.7
Review child assessment data for classrooms		70.8
Based on regular performance reviews or evaluations		70.6
Directly ask the staff if they need or want coaching		53.3
Based on number of years of experience		22.9

Source: Spring 2017 FACES Center Program Survey.

Note: Statistics are weighted to represent all Head Start programs.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.

Table 3: Teachers' reports of coaching frequency by years of Head Start teaching experience: Spring 2017						
	Teachers					
	New (0–2 years)		Experienced (3–9 years)		Very experienced (10 or more years)	
Teacher coaching frequency	n	Percentage	n	Percentage	n	Percentage
Teacher has a coach	125	73.9	209	79.6	241	82.9
If teacher has a coach, frequency coach visits classroom	91		167		196	
Less than once a month		47.5		42.4		39.5
Once a month		32.5		40.4		36.3
At least once every two weeks		20.0		17.2		24.2

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Percentages may not sum to 100 due to rounding.

To reduce the number of comparisons, we collapse the categories "at least once a week" and "once every two weeks."

Table 4:

Teachers' reports of coaching frequency by highest level of education: Spring 2017

Teacher coaching frequency	Teachers			
	Associate's degree or less education		Bachelor's degree or more education	
	n	Percentage	n	Percentage
Teacher has a coach	160	20.5	419	20.4
If teacher has a coach, frequency coach visits classroom	130		327	
Less than once a month		44.3		42.7
Once a month		38.8		35.8
At least once every two weeks		16.9		21.5

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Percentages may not sum to 100 due to rounding.

To reduce the number of comparisons, we collapse the categories "at least once a week" and "once every two weeks."

Teachers reported their highest level of education using categories and we code these as an associate's degree or less education or a bachelor's degree or more education.

Table 5:

Teachers' reports of coaching methods from a supervisor or coach: Spring 2017

Teachers' reports of coaching methods from a supervisor or coach	n	Percentage
Coaching methods	580	
Had a discussion with me about what they have observed		87.3
Provided written feedback to me on what they have observed		77.9
Provided trainings for me		30.7
Suggested trainings for me to attend		28.3
Modeled teaching practices for me		25.3
Had me watch a videotape of myself teaching		17.0
Had me observe another teacher's classroom or watch a video of another teacher		13.1

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Table 6:

Teachers' reports of coaching methods from a supervisor or coach by years of Head Start teaching experience: Spring 2017

Teachers' reports of coaching methods from a supervisor or coach	New (0–2 years)		Experienced (3–9 years)		Very experienced (10 or more years)	
	n	Percentage	n	Percentage	n	Percentage
Coaching methods	125		209		235	
Had a discussion with me about what they have observed		86.3		85.7		88.9
Provided written feedback to me on what they have observed		72.4		79.4		79.8
Provided trainings for me		32.2		31.9		29.4
Suggested trainings for me to attend		33.3		31.5		22.9
Modeled teaching practices for me		25.0		29.3		22.5
Had me watch a videotape of myself teaching		11.7		19.7		18.4
Had me observe another teacher's classroom or watch a video of another teacher		16.7		13.4		11.2

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Table 7:

Teachers' reports of coaching methods from a supervisor or coach by highest level of education: Spring 2017

Teachers' reports of coaching methods from a supervisor or coach	Associate's degree or less education		Bachelor's degree or more education	
	n	Percentage	n	Percentage
Coaching methods	158		412	
Had a discussion with me about what they have observed		87.5		87.0
Provided written feedback to me on what they have observed		78.7		77.8
Provided trainings for me		30.7		30.7
Suggested trainings for me to attend		22.2		31.0
Modeled teaching practices for me		24.7		25.7
Had me watch a videotape of myself teaching		15.5		17.5
Had me observe another teacher's classroom or watch a video of another teacher		9.0		14.7

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Teachers reported their highest level of education using categories of education and we code these as an associate's degree or less education or a bachelor's degree or more education.

Table 8: Teachers' report of hours of assessment- and curriculum-related training: Spring 2017		
Teachers' reports of hours of training	n	Mean
Hours of training on main child assessment tool in past 12 months	407	6.8
Hours of training on main curriculum in past 12 months	423	9.7

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

The original range for assessment training is 0–105 and the range for curriculum training is 0–225; we top-code the hours of training to 48 for analysis. In the "FACES Spring 2017 Data Tables and Study Design" report (Bernstein et al. 2019), hours of training are only reported for teachers who received at least some training, whereas this analysis includes teachers who did not receive training as having zero hours of training.

Table 9: Teachers' reports of hours of assessment-and curriculum-related training by agency type: Spring 2017						
	Teachers					
	Community action agency		School system		All other agency types[a]	
Teachers' reports of hours of training	n	Mean	n	Mean	n	Mean
Hours of training on main child assessment tool in past 12 months	152	6.0	63	5.5	192	7.7
Hours of training on main curriculum in past 12 months	153	8.9	65	13.8	205	9.2

Source: Spring 2017 FACES Teacher Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

The original range for assessment training is 0–105 and the range for curriculum training is 0–225; we top-code the hours of training to 48 for analysis. In the "FACES Spring 2017 Data Tables and Study Design" report (Bernstein et al. 2019), hours of training are only reported for teachers who received at least some training, whereas this analysis includes teachers who did not receive training as having zero hours of training.

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1 percent are private or public for-profits.

Table 10: Teachers' reports of hours of assessment- and curriculum-related training by program size: Spring 2017								
	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teachers' reports of hours of training	n	Mean	n	Mean	n	Mean	n	Mean
Hours of training on main child assessment tool in past 12 months	76	5.1	100	6.7	112	6.5	119	8.0
Hours of training on main curriculum in past 12 months	81	6.5	102	8.1	121	10.9	119	11.7

Source: Spring 2017 FACES Center Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

The original range for assessment training is 0–105 and the range for curriculum training is 0–225; we top-code the hours of training to 48 for analysis. In the "FACES Spring 2017 Data Tables and Study Design" report (Bernstein et al. 2019), hours of training are only reported for teachers who received at least some training, whereas this analysis includes teachers who did not receive training as having zero hours of training.

Enrollment is based on cumulative enrollment reported in the 2016–2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table 11:						
Teachers' reports of hours of assessment- and curriculum-related training by years of Head Start teaching experience: Spring 2017						
	Teachers					
	New (0–2 years)		Experienced (3–9 years)		Very experienced (10 or more years)	
Teachers' reports of hours of training	n	Mean	n	Mean	n	Mean
Hours of training on main child assessment tool in past 12 months	96	5.7	144	7.6	163	6.5
Hours of training on main curriculum in past 12 months	94	10.2	144	9.6	178	9.4

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

The original range for assessment training is 0–105 and the range for curriculum training is 0–225; we top-code the hours of training to 48 for analysis. In the "FACES Spring 2017 Data Tables and Study Design" report (Bernstein et al. 2019), hours of training are only reported for teachers who received at least some training, whereas this analysis includes teachers who did not receive training as having zero hours of training.

Table 12:				
Teachers' reports of hours of assessment- and curriculum-related training by highest level of education: Spring 2017				
	Teachers			
	Associate's degree or less education		Bachelor's degree or more education	
Teachers' reports of hours of training	n	Mean	n	Mean
Hours of training on main child assessment tool in past 12 months	110	6.8	294	6.8
Hours of training on main curriculum in past 12 months	110	8.5	310	10.2

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

The original range for assessment training is 0–105 and the range for curriculum training is 0–225; we top-code the hours of training to 48 for analysis. In the "FACES Spring 2017 Data Tables and Study Design" report (Bernstein et al. 2019), hours of training are only reported for teachers who received at least some training, whereas this analysis includes teachers who did not receive training as having zero hours of training.

Teachers reported their highest level of education using categories of education and we code these as an associate's degree or less education or a bachelor's degree or more education.

Table 13:		
Teachers' reports of curriculum supports: Spring 2017		
Teacher curriculum supports	n	Percentage
Curriculum supports	577	
Help understanding the curriculum		66.8
Provide opportunities to observe someone implementing the curriculum		26.7
Refresher training on the curriculum		57.1
Help implementing the curriculum		48.1
Help planning curriculum-based activities		52.3
Help individualizing the curriculum for children		43.0
Help identifying and/or receiving additional resources to expand the scope of the curriculum and activities		32.3
Feedback on implementing the curriculum		39.0

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

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