

TEACHER PROFESSIONAL DEVELOPMENT IN HEAD START: ASSOCIATIONS WITH TEACHER AND CHILD OUTCOMES

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Professional Development (PD) in Early Childhood Education

- PD is an important component for teacher improvement in early childhood education



What types of PD experiences and mixed results have been associated with her practice and child outcomes?



Participants

- Combined the 2006 and 2009 cohorts of the Head Start Family and Child Experiences Survey (FACES)
- Study sample consists of 786 Head Start teachers

Teacher Characteristics (weighted)	
Women	99%
Spanish, Hispanic, or Latino	19.8%
Black, African American	34.2%
	M (SD)
Number years teaching overall	12.83 (8.23)
Number years teaching HS	8.83 (7.00)
Highest grade of school completed	8.30 (1.48)

PD experiences in FACES

Do you receive any ongoing support in how to use this curriculum?

PROBE: Did your program offer any help in using the curriculum?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A15

Please tell us which types of support you have received to help you use (IF A7 OR A8= d, r, THEN DISPLAY [this curriculum])/ (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).

PROBE: Any others?

CODE ALL THAT APPLY

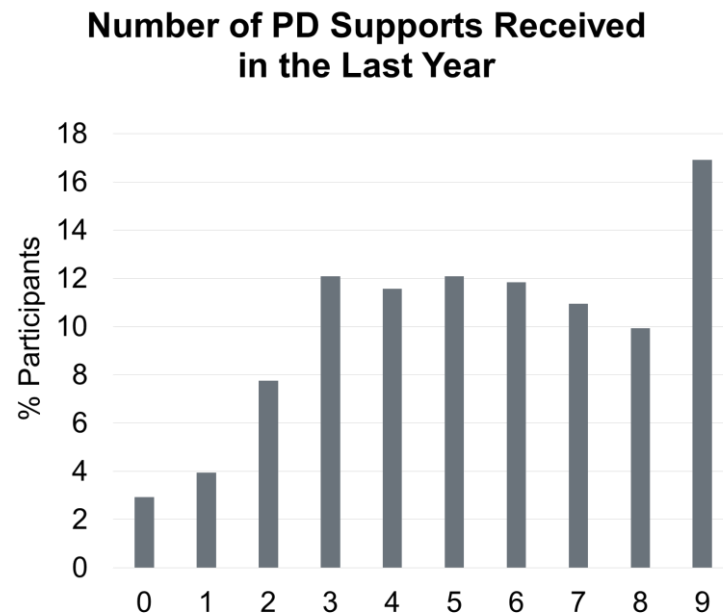
- HELP UNDERSTANDING THE CURRICULUM..... 1
- PROVIDE OPPORTUNITIES TO OBSERVE SOMEONE IMPLEMENTING THE CURRICULUM 2
- REFRESHER TRAINING ON THE CURRICULUM 3
- HELP IMPLEMENTING THE CURRICULUM 4
- HELP PLANNING CURRICULUM-BASED ACTIVITIES 5
- HELP INDIVIDUALIZING THE CURRICULUM FOR CHILDREN 6
- HELP IDENTIFYING AND/OR RECEIVING ADDITIONAL RESOURCES TO EXPAND THE SCOPE OF THE CURRICULUM AND ACTIVITIES 7
- FEEDBACK ON IMPLEMENTING THE CURRICULUM 8
- OTHER (SPECIFY) 9

Next, I have a few questions about mentoring. Is there someone who mentors you in your classroom, that is someone who observes your teaching on a regular basis and provides feedback, guidance, and training?

- YES 1
 - NO 0
 - DON'T KNOW d
 - REFUSED r
- } → GO TO A31

Head Start teachers' PD experiences

Types of PD Support	% of Teachers Receiving PD Support
Help understanding	70.5
Opportunities for observation	43.2
Refresher training	65.0
Help implementing	59.0
Planning activities	66.5
Individualization	65.7
Identifying resources	52.4
Observation & feedback	57.0
Mentor in the classroom	75.4



High variability in PD experiences → No meaningful patterns identified

New variable: Variety of PD experience

Variety in HS teacher PD experiences and well-being

Teachers that receive a more varied PD experience reported an **increase** in:

- Enjoying teaching.
- Certainty that they make a difference in the lives of the children they teach.

	Depression	Enjoy teaching	Make a difference	Choose teaching again	Plan on continuing?
Pre score	.425 (.040)***	.240 (.051)***	.236 (.036)***	.389 (.043)***	.334 (.057)***
Curriculum (Creative curriculum = 1)	.072 (.036)*	-.026 (.042)	.038 (.043)	.032 (.038)	.067 (.039)
Number of PD hours	-.029 (.029)	-.054 (.046)	-.071 (.055)	-.025 (.048)	-.039 (.030)
Cohort (2009 = 1)	-.096 (.131)	.209 (.097)*	.201 (.106)	.154 (.140)	-.387 (.165)*
Center's turnover	.015 (.131)	-.350 (.106)***	-.266 (.108)*	-.292 (.131)*	.005 (.127)
Variety of PD experiences	-.035 (.037)	.117 (.051)*	.116 (.048)*	.068 (.042)	-.087 (.048)

* $p < .05$ ** $p < .01$ *** $p < .001$

Variety in HS teacher PD experiences and teacher practice and child outcomes

Teacher practice

Non-significant results for:

- CLASS Instructional Support
- ECERS Provisions for Learning
- ECERS Teaching and Interactions

Child outcomes

Non-significant results for:

- WJ Applied Problems
- WJ Letter Word
- WJ Spelling
- PPVT
- Teacher-reported aggression
- Teacher-reported social skills
- Teacher-reported withdrawal
- Teacher-reported literacy skills

Final thoughts

- Do these findings reflect the state of PD in Head Start or are they the result of the breadth of the items included?
- Can teachers differentiate between PD experiences?
- Importance of getting a more nuanced understanding of PD experiences:
 - Content
 - Quality

THANK YOU!

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