

inservice training or five-day intensive experiential training before the beginning of the Head Start school year. Additionally, all teachers will have the opportunity to work with advanced school psychology graduate students who will serve as behavioral consultants. Specific aims for this study are to (a) develop and implement an intensive summer experiential training program for Head Start teachers that increases the effectiveness of classroom management procedures; (b) investigate the impact of experiential learning with follow-up relative to inservice training with follow-up on improving the effectiveness of teachers' classroom management procedures; and (c) investigate the impact of training on the program-level variables such as number of students referred from each classroom due to behavioral concerns, teacher turn-over, and supervisor ratings of teacher performance. In Year 1, investigators will identify strengths and needs related to teacher effectiveness in classroom management, develop and pilot teacher training procedures, and create forms and measures to monitor the integrity of the pilot training procedures. In Year 2 17 Head Start centers will be randomly assigned to one of the two training conditions. Year 3 will include the five-day intensive training for teachers who were assigned to one-day inservice training and booster sessions for teachers assigned to intensive training in year two. In October, February, and June of Year 2 and 3 teacher effectiveness for the sites will be assessed. Results are expected to show teachers participating in the intensive experiential training program will demonstrate better classroom management skills, have a better classroom climate, and demonstrate improved use and outcomes related to inservice training. In addition, improved teacher effectiveness in classroom management strategies and child-related outcomes will be observed in classrooms where the teacher and teacher assistants participated in the experiential learning.

Sample:

17 Head Start Centers

Measures:

Teachers

Independent (blinded) Observations of teacher classroom management procedures and student behavior

Impairment Rating Scale (IRS)

Classroom

Early Childhood Environment Rating Scale, Revised Edition, Updated (ECERS)

Principal Investigator:
Susan Landry, Ph.D.

Project Title:
Strategies for Developing Head Start Teacher Effectiveness

Project Funding Years:
2008-2011

Project Abstract:

The University of Texas Health Science Center at Houston will develop and implement a comprehensive professional development (PD) program for Migrant Head Start teachers to improve school readiness in English language learners (ELL). The goal of this project is to answer research questions related to teacher's behaviors and ELL student outcomes. Specifically, they will target questions related to teacher training, mentor support, virtual learning environments, and teacher behavior changes as a result of PD and student outcomes for ELL children. This project will be a collaborative effort between the Texas Migrant Counsel Early Education Training Lab and Migrant Head Start programs. Teachers assigned to the treatment group will participate in all professional development activities and the teachers assigned to the control group will continue with their normal teaching practices. Year 1 will involve development and piloting a web-based PD module of best practices for teaching preschool ELL children. In Years 2 and 3 of this project, teachers will be randomly assigned to the treatment or control condition. Research findings are expected to show PD will improve teaching practices by increasing the number of response opportunities for per student/per session, improving and increasing the use of scaffolding techniques, increasing the amount of critical feedback, and appropriate classroom pacing. Furthermore, this program should result in a comprehensive package that is reasonable to implement in schools with high proportions of ELL children.

Sample:

12 Migrant Head Start classrooms
60 Migrant Head Start Teachers
96 Migrant Head Start ELL Children

Measures:

Children

reschool Language Scale-IV (PLS-IV)
Expressive One-Word Picture Vocabulary Test (EOWPVT)
EOWPVT, Spanish-Bilingual Edition
reschool Comprehensive Test of Phonological Processing and Print Awareness (Pre-CTOPPP)

Teachers

CIRCLE-Phonological Awareness, Language, and Literacy System (C-PALLS)
Phonological Awareness Screener

Orelena Hawks Puckett Institute, Inc.

Principal Investigator:

Carol M. Trivette, Ph.D.

Project Title:

Professional Development Strategies for Promoting Head Start Teacher Effectiveness

Project Funding Period:

2008-2011

Project Abstract:

The Orelena Hawks Puckett Institute determined the efficacy of a professional development model where project staff used a research-based adult learning approach to promote Head Start teachers' understanding, adoption, and use of early childhood classroom practices likely to improve child outcomes. The approach, called *Participatory Adult Learning Strategy (PALS)*, involves learners' active participation in learning about, implementing, and evaluating the use of a practice. Participants were teachers and teacher assistants in Head Start classrooms assigned to a training group or control group. Teachers in the training groups were trained on two project components: (1) child learning opportunity characteristics practices, and (2) instructional practices. Classroom organization practices that support teachers' use of practices in each of the two training components also were a focus. In Year 1, the project developed assessment procedures in collaboration with other Head Start University Partners grantees, established measures of fidelity and implementation, and refined methods and measures. In Years 1 through 3 professional development activities were provided, and investigators evaluated teacher characteristics and professional development characteristics that influenced teachers' implementation of the targeted early childhood classroom practices. Preliminary findings indicated that neither the structural features of training (e.g., number of hours) nor teacher characteristics (i.e., age, experience, education) were related to the use of the targeted classroom practices. A high degree of professional development fidelity was associated with greater teacher and teacher assistant use of the targeted classroom practices. Greater teacher adoption of targeted classroom practices was associated with higher ratings of child competence and persistent play (CEQ), lower