

*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

ratings of child problem behavior (SSRS), and more positive language outcomes (PPVT\_4).

*Sample:*

19 Head Start Classrooms (intervention), 19 Head Start classrooms (control)  
42 Head Start teachers (intervention); 39 Head Start teachers (control)  
148 Children  
1 Mentor

*Measures:*

*Children*

Developmental Checklist (DC) of the Developmental Observation Checklist System  
Peabody Picture Vocabulary Test, Fourth edition (PPVT-4)  
Woodcock Johnson III (WJ-III), Letter-Word Identification Test subset  
Social Skills Rating System (SSS), Social Skills Scale  
Child Engagement Questionnaire (CEQ)

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Teacher Engagement in Adult Learning Process  
Teacher Training Feedback Form  
Teacher Practice Feedback Form  
Teacher Feedback Form  
Teacher Questionnaire  
Ideas about Children Scale  
Teacher Beliefs Scale  
Teacher Efficacy Scale  
Classroom Practices Observation Scales  
Classroom Assessment Scoring System  
Teaching Styles Rating Scale (TSRS)

## **George Mason University**

*Principal Investigator:*

Julie Kidd, Ed.D.

*Project Title:*

Sustaining Teachers' Effective Pedagogy (STEP): Continuous Program Improvement to Increase Teacher Effectiveness and Enhance Children's Outcomes

*Project Funding Period:*

2008-2011

*Project Abstract:*

George Mason University will be designing, implementing, and evaluating the