

Sample:
155 Head Start children

Measures:
Children
Peabody Picture Vocabulary Test (PPVT- III)
Mages Measure of Story Comprehension (MMSC)
Diagnostic Evaluation of Language Variation (DELV)
Rabbit-Fox Test
Telephone Task
Assessment of Pretend Action

Teacher
Teacher Survey (based on FACES 2000 Head Start Teacher Interview)

Carola Matera *

Project Title:
Project WRITE! Benefits of Developmental Writing Instruction in Bilingual Head Start Preschool Children

Mentor:
Michael Gerber

Project Funding Years:
2005-2007

University Affiliation:
University of California
Center for Advanced Studies of Individual Differences

Project Abstract:
The University of California will use a randomized experimental design to evaluate an intervention for improving writing development for Head Start preschool children whose first language is Spanish. In addition, they will test the maintenance of learning gains when children begin kindergarten. The study seeks to answer the following research questions: (a) is an instructional intervention designed to facilitate writing development effective for Spanish-speaking children in Head Start? (b) do the effects of the intervention interact with initial levels of vocabulary knowledge? Eighty (N=80) Head Start children will participate in the study. The study will have an alternative treatment control group, who will receive an alternative treatment not related to writing, and a treatment group, who will receive an instructional activity based on targeted instruction and storybook examples. Writing samples will be collected and evaluated. Findings of the study are

expected to support instructional and curricular innovations in Head Start programs that produce more optimal development in reading and writing in kindergarten and first grade.

Sample:

N=80 Children

Measures:

Early Language and Literacy Classroom Observations (ELLCO)

Children

Peabody Picture Vocabulary Test-Revised (PPVT-R)

Test de Vocabulario en Imágenes Peabody

Concepts About Print

Instrumento de Observación de los Logros de la Lecto-escritura Inicial

Coded assessments of children's writing samples

Jennifer McCray *

Project Title:

Preschool Math Teaching: Relationships between Pedagogical Content Knowledge, Teaching Practices, and Child Outcomes

Mentor:

Jie-Qi Chen

Project Funding Years:

2005-2007

University Affiliation:

Erikson Institute

Project Abstract:

Erikson Institute, partnering with Head Start programs of the Children and Youth Services Division of the City of Chicago, will examine the relationship between teachers' pedagogical content knowledge for preschool math and both math-related teaching practices and gains in young children's mathematics achievement. The study has three main objectives: (a) to determine what types of and how much preschool math pedagogical content knowledge teachers possess; (b) to examine whether preschool math pedagogical content knowledge predicts math-related teaching practices; and (c) to compare preschool math pedagogical content knowledge and math-related teaching practices as predictors of children's gains in math achievement. Participants in the study will include 60 Head Start teachers and 360 four-year-old children. A new teacher interview based on literature