

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

review and review by experts will be used to evaluate teachers' preschool math pedagogical content knowledge. Teacher speech samples, classroom observations and teacher background surveys will also be employed. Children's mathematical gains will be assessed using the Test of Early Mathematics Ability, 3rd Ed. (TEMA-3). Results from the study will be used to develop plans for teacher professional development to improve the mathematical skills of children in Head Start.

Sample:

N=60 Head Start Teachers

N=360 Head Start Children

Measures:

Teachers

Preschool Math Pedagogical Content Knowledge Interview

Math-Rich Environment Checklist

Math-Related Verbalization Coding per Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges (in press)

Children

Test of Early Mathematics Ability, 3rd Ed. (TEMA-3)

Elizabeth McLaren **

Project Title:

Partnering to Encourage Transfer of Learning

Mentor:

Jennifer Grisham-Brown

Project Funding Years:

2005-2006

University Affiliation:

University of Kentucky

Special Education and Rehabilitation Counseling

Project Abstract:

The University of Kentucky, along with the Bluegrass Head Start Program, will introduce two methods of professional development follow-up that promote the transfer of learning from training to the Head Start classroom. The study seeks to answer the following research questions: (a) are follow-up professional development strategies effective to encourage the transfer of learning from the workshop to the classroom for Head Start teachers? (b) is peer support or consultant support related to higher levels of teacher