Professional Development for Early Childhood Educators in Hawai‘i

Presenters:
Barbara DeBaryshe, University of Hawai‘i Center on the Family
Lois Yamauchi, University of Hawai‘i Department of Educational Psychology
Nanette Schonleber, University of Hawai‘i Department of Curriculum Studies

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Linear Professional Development (PD) Model

- In-Service
- Change in Teacher Knowledge, Beliefs, Skills
- Improved Classroom Practices
- Improved Child Learning
Professional Development Process

Prof. Dev.:
- Content
- Formats
- Relationships

Teacher:
- Knowledge
- Beliefs
- Skills

Application:
- In-Class Practice
- Experimentation

Data-Verified Outcomes:
- Classroom
- Child

Adapted from Clarke & Hollingsworth (2002)
Professional Development Approaches

- In-service workshops
- Coursework
- Study groups
- Mentoring, master teachers, and peer coaching
- Professional coaching
Advice on Effective PD

- Specific to curriculum, standards teachers use
- Hands-on practice
- On-site follow-up and mentoring
- Reflection
- Individualized
- Teacher input and leadership
- Standardized protocol and assessments
Research on PD

- **Burchinal, Cryer, Clifford & Howes (2002)**
  - Workshop attendance associated with quality ($d = .24 - .40$)

- **Dickinson & Caswell (2007)**
  - LEEP course taken by teacher and supervisor $\uparrow$ classroom quality ($r = .31 - .66$)

- **Neuman & Cunningham (2009)**
  - Course $ns$, course plus coaching $\uparrow$ quality ($d = .77 - .82$)

- **Pianta, Mashburn, Downer, Hamre & Justice (2008)**
  - On-line resources with vs. without on-line consultation
  - Consultation $\gg$ growth on interaction quality, especially in high-poverty sites
  - For Web Only, frequency of web use associated with quality change

- **Landry, Anthony, Swank & Monsegue-Bailey (2009)**
  - 4 PD conditions (coach/not crossed w progress monitoring)
  - All PD $\gg$ control on teaching quantity & quality ($d = .76 - .86$)
  - Coaching + PDA group had best teacher and child outcomes
  - Child outcomes smaller ($d = .16 - .47$)
The Hawai‘i Early Reading First model for teacher professional development

Barbara DeBaryshe, Dana Gorecki, Margarita Cholymay, Genee DeMello, Ji-Yeon Kim, Janina Martin, Natalya Mekkoyeva, & LaVerne Potemra
University of Hawai‘i Center on the Family

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Purpose

- **ERF Goal**: “preschool centers of excellence” to enhance school readiness of at-risk children

- **Required foci:**
  - Research-based curriculum
    - Oral language
    - Phonological awareness
    - Print concepts
  - Alphabet knowledge
  - Literacy-rich environment

- **Mechanism**: teacher professional development
Research Questions

- Does PD change teacher’s declarative knowledge or beliefs?
- Does PD change teaching practices and improve classroom quality?
- What do teachers value or dislike about PD?
- Does PD affect child outcomes?
Participants

2005 Project
- 10 HCAP Head Start classrooms
- 2 cohorts 1.5 – 2.5 years duration
- Children 36% ELL, 4% IEP

2009 Project
- 10 HCAP Head Start classrooms, 10 control
- All sites to stay for 2.5 years
- Year 1 children 23% ELL, 9% IEP
Curriculum & PD Components

- Learning Connections curriculum
- In-service workshops (6-8 days per year)
- In-class coaching
  - Morning modeling, observation, data collection
  - Afternoon team consultation
  - 2-4 days/month
- College courses
Measures

**Teachers**
- Knowledge test
- Beliefs, practices survey

**Classrooms**
- ELLCO
- CLASS PreK

**Children**
- PPVT and TERA-3
Results—Teachers

**Teacher Knowledge**
- ↑ math knowledge \( (d = .40) \)
- Literacy knowledge \( n.s \)

**Teacher Beliefs**
- ↑ aligned with program goals \( (d = .62 - 1.11) \)

**Self-Reported Practices**
- ↑ frequency, variety of instruction \( (d = .94 - 1.51) \)
- ↑ instructional time, small group, PI
Results-Classroom Quality

2005
- Highly significant ↑ on all ELLCO and CLASS scales ($d = 1.44 – 3.40$)
- Improve each successive year

2009
- From Jan – August, significant ↑ on 4/5 ELLCO and CLASS scales ($d = .78 – 2.16$)
ELLCO: Literacy Environment Checklist

LEC

Feb_06 May_06 Sept_06 Jan_07 June_07 Sept_07 Feb_08 Apr_08

Cohort 1 Cohort 2
ELLCO: General Classroom Envt. & Language, Literacy & Curriculum scales
CLASS-PreK: Emotional Support & Classroom Management scales
CLASS-PreK: Instructional Support & Student Engagement scales
Child Outcomes—PPVT & TERA

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PPVT

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TERA
Teachers’ Views: Focus Groups

- Daunting learning curve, time pressure, slight other content areas

- ↑ confidence, intentionality, ability to assess children’s learning, provide stimulating questions & conversation, expectations of children

- Coaching and PD essential to success; wished TA would continue

- Expect to continue practices with reduced intensity
“[The project] helped me understand that children can do more. With preschoolers you tend to think ‘this is their level’ and you kind of stop at a certain point. But they’re able and ready to move on to a higher level...It’s understanding the next steps and [what] they have mastered and [that] it’s OK to move them further. That’s where the confidence came in.”

“You’re confident, your skills as a teacher improve, you know your ability to articulate to parents and children improves. So stretch your little wings and au revoir.”

“I don’t like to be observed, it makes me feel like a test rat.”
Conclusion

- PD improved teaching quality
  - Large gains on target areas of classroom quality with generalization to non-target areas
  - Cannot isolate effects of PD and curriculum package components
- PD showed continued improvement over 2.5 years
- Child outcomes increase each year
- Need control group data to attribute causality
Issues

- Minimal controlled or comparative research on preschool coaching and PD components
- Change takes time
- Long-term effects unknown
- Resources from programs like ERF are unrealistic—What supports are necessary and sufficient? What is overkill?
- How to apply good teaching practices to PD, e.g., differentiated coaching, RTI
Mahalo

debarysh@hawaii.edu