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# *Professional Development for Early Childhood Educators in Hawai'i*

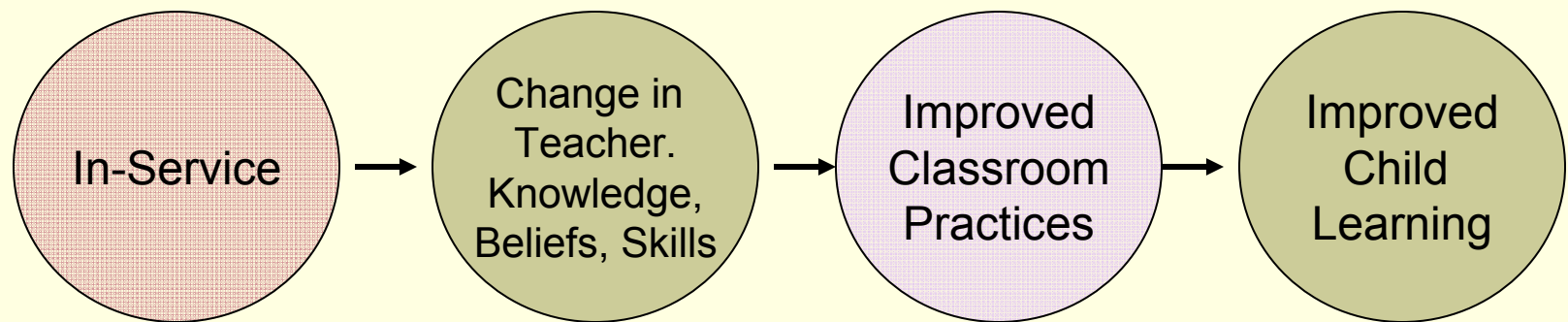
**Presenters:**

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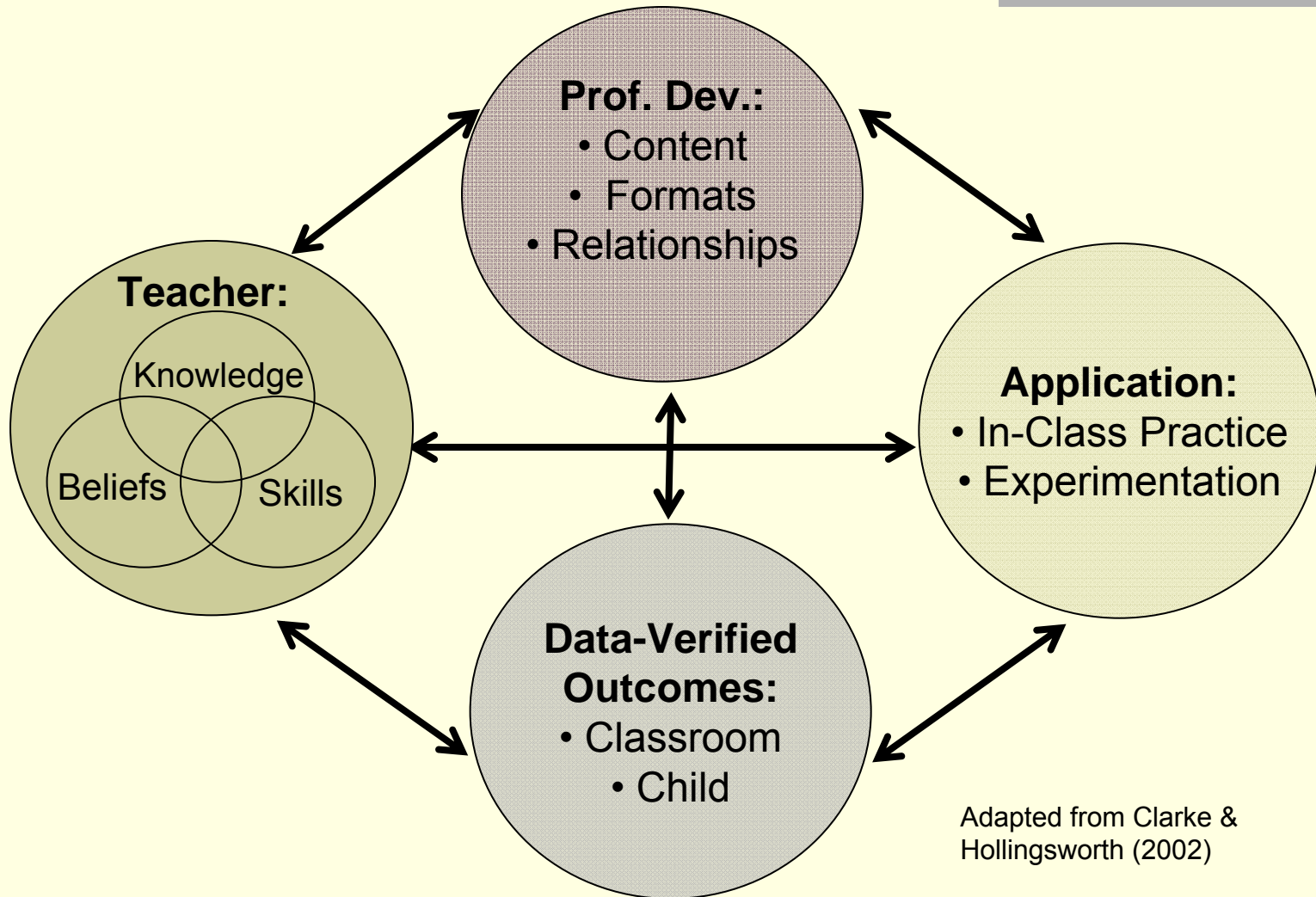
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# Linear Professional Development (PD) Model

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# Professional Development Process



Adapted from Clarke & Hollingsworth (2002)

# Professional Development Approaches

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- In-service workshops
- Coursework
- Study groups
- Mentoring, master teachers, and peer coaching
- Professional coaching

# Advice on Effective PD

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- 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

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- **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  $>$  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  $>$  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

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# Purpose

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- **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

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- 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

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## 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

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- 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

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## 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 *ns*

## 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

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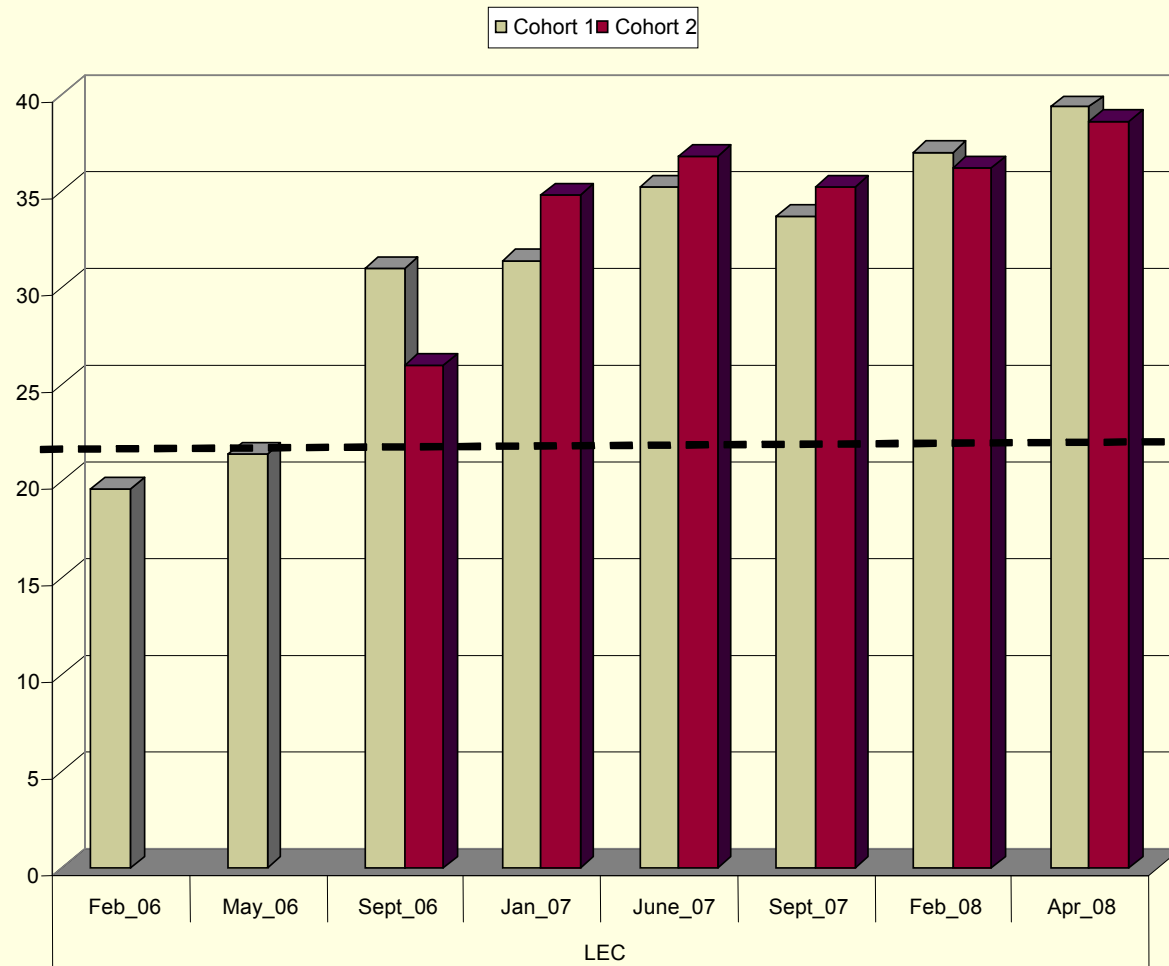
## 2005

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

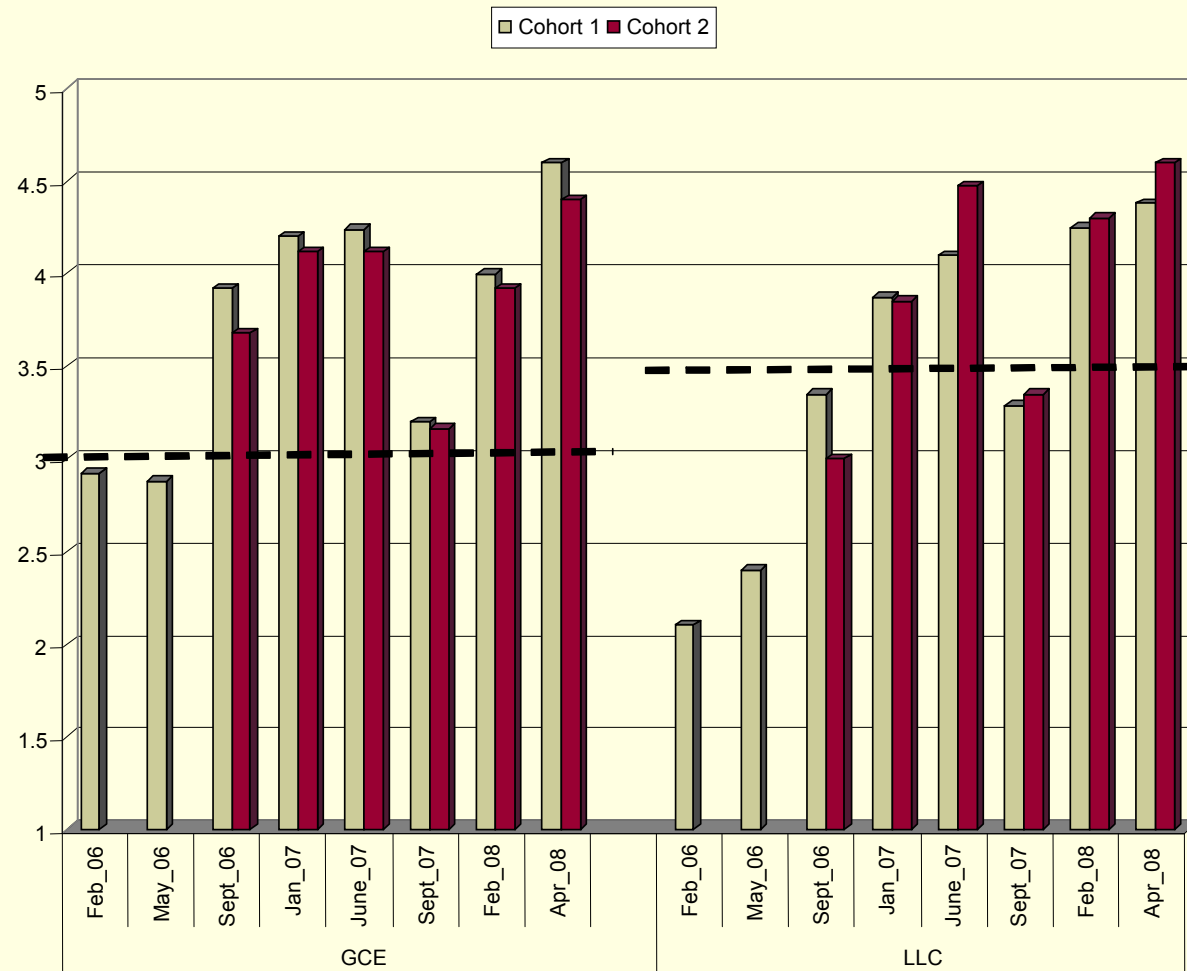
## 2009

- From Jan – August, significant  $\uparrow$  on 4/5 ELLCO and CLASS scales ( $d = .78 - 2.16$ )

# ELLCO: Literacy Environment Checklist

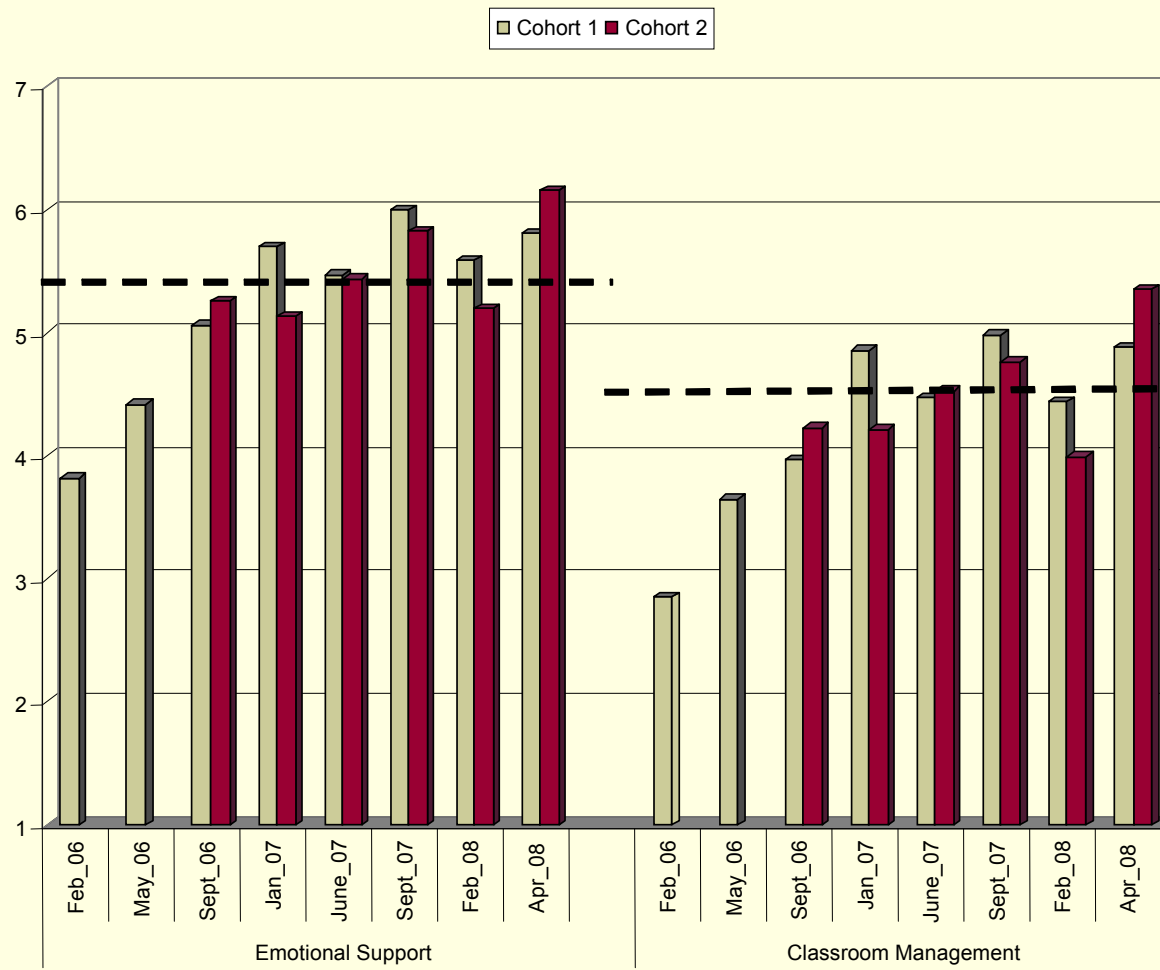


# ELLCO: General Classroom Envt. & Language, Literacy & Curriculum scales

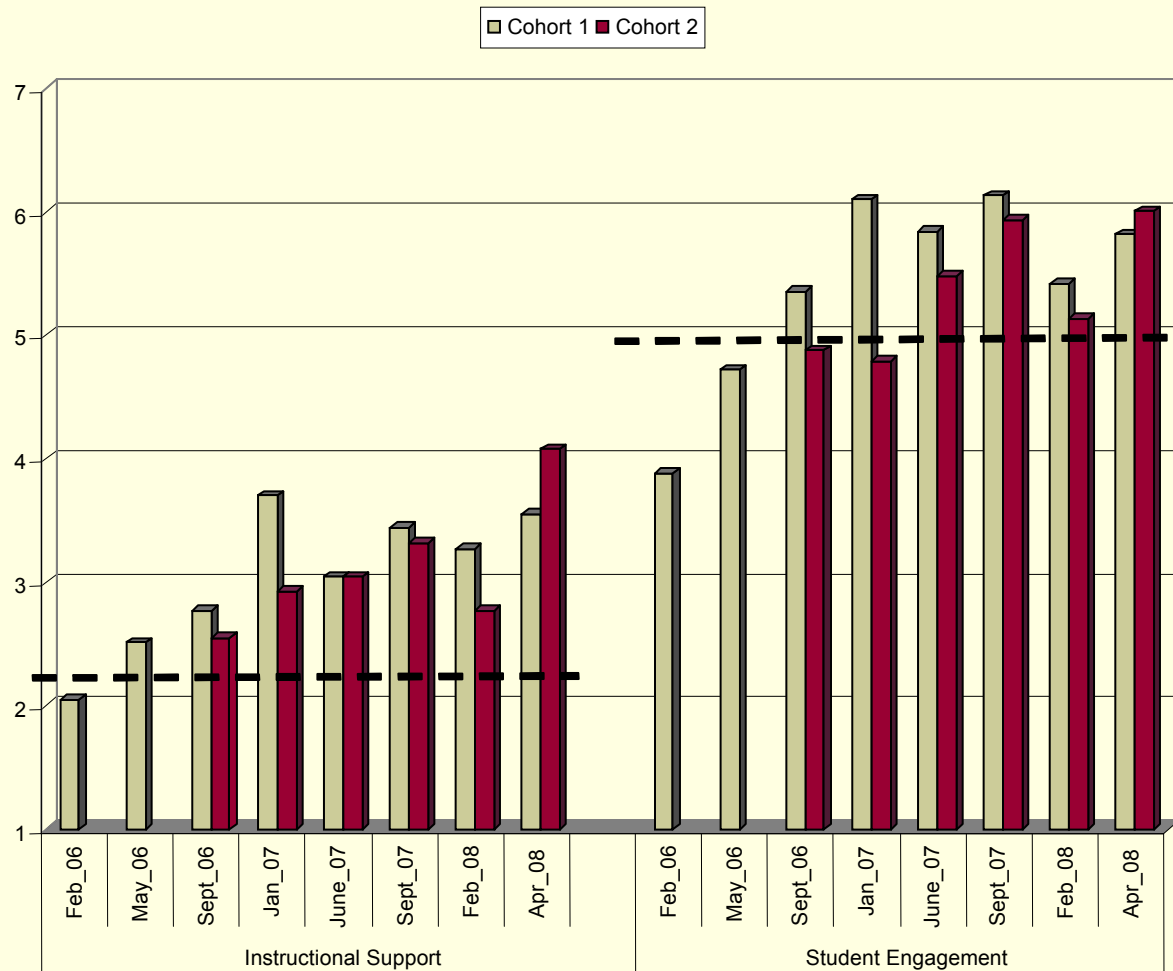




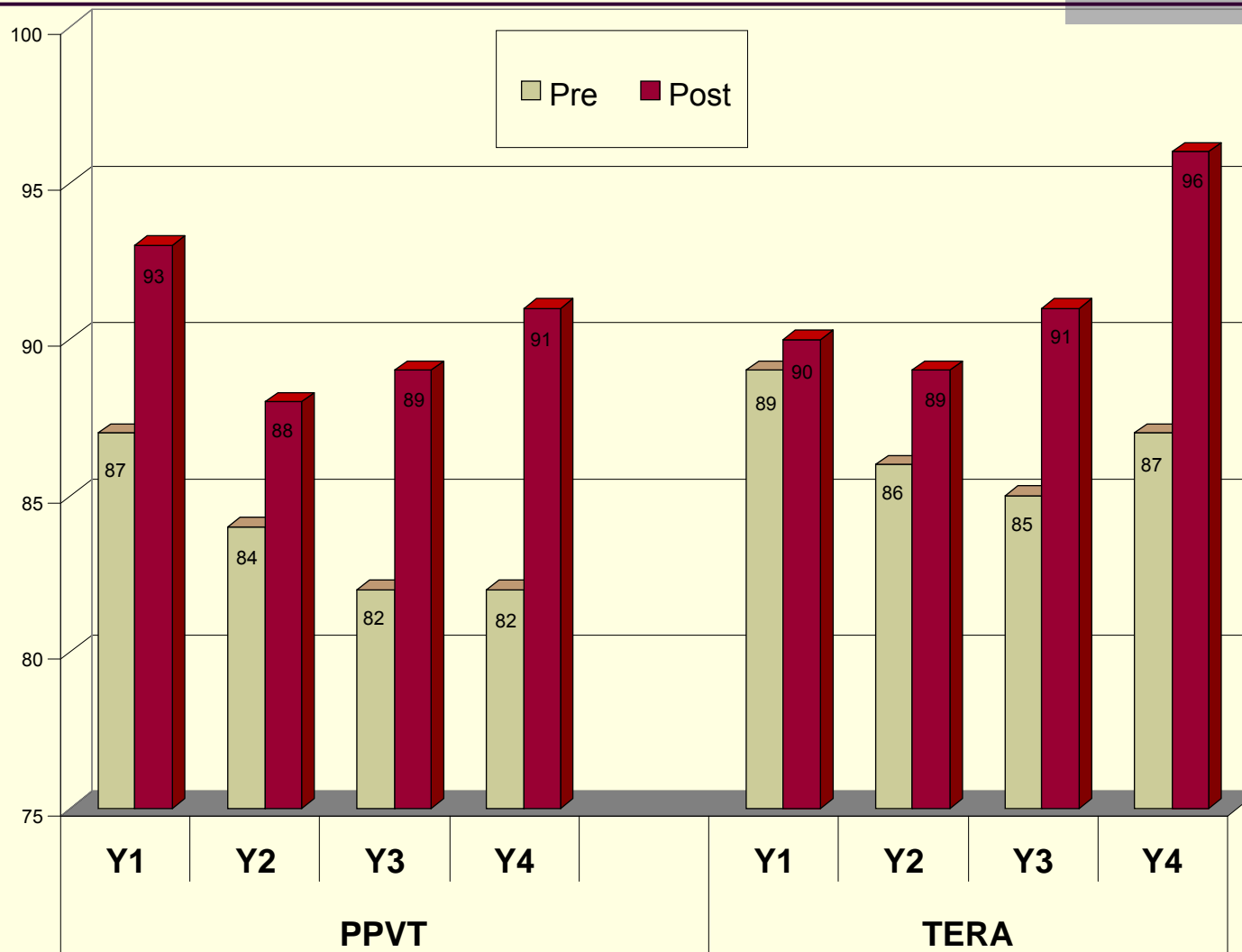
# CLASS-PreK: Emotional Support & Classroom Management scales



# CLASS-PreK: Instructional Support & Student Engagement scales



# Child Outcomes—PPVT & TERA



# Teachers' Views: Focus Groups

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- 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

# Teachers' Voices

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- “[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

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- 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

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- 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

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