TEACHER PROFESSIONAL DEVELOPMENT IN HEAD START: ASSOCIATIONS WITH TEACHER AND CHILD OUTCOMES

Manuela Jimenez, Megan Pratt, & Michelle Taylor
Professional Development (PD) in Early Childhood Education

- PD is an important component of quality improvement in early childhood education.

Research on the effectiveness of PD experiences and groups associated with teacher practice and child outcomes.

What types of PD experiences are associated with teacher practice and child outcomes?
Participants

• Combined the 2006 and 2009 cohorts of the Head Start Family and Child Experiences Survey (FACES)

• Study sample consists of 786 Head Start teachers

<table>
<thead>
<tr>
<th>Teacher Characteristics (weighted)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>99%</td>
</tr>
<tr>
<td>Spanish, Hispanic, or Latino</td>
<td>19.8%</td>
</tr>
<tr>
<td>Black, African American</td>
<td>34.2%</td>
</tr>
<tr>
<td>Number years teaching overall</td>
<td>12.83 (8.23)</td>
</tr>
<tr>
<td>Number years teaching HS</td>
<td>8.83 (7.00)</td>
</tr>
<tr>
<td>Highest grade of school completed</td>
<td>8.30 (1.48)</td>
</tr>
</tbody>
</table>
PD experiences in FACES

Do you receive any ongoing support in how to use this curriculum?

PROBE: Did your program offer any help in using the curriculum?

YES .................................................................1
NO .................................................................0
DON'T KNOW ..................................................d → GO TO A15
REFUSED .........................................................r

Please tell us which types of support you have received to help you use (IF A7 OR A8= d, r, THEN DISPLAY [this curriculum]) (IF A8 IS SKIPPED, USE RESPONSE FROM A7, ELSE FILL WITH A8).

PROBE: Any others?

CODE ALL THAT APPLY
HELP UNDERSTANDING THE CURRICULUM.........1
PROVIDE OPPORTUNITIES TO OBSERVE
SOMEONE IMPLEMENTING THE CURRICULUM.......2
REFRESHER TRAINING ON THE CURRICULUM........3
HELP IMPLEMENTING THE CURRICULUM..............4
HELP PLANNING CURRICULUM-BASED ACTIVITIES ....5
HELP INDIVIDUALIZING THE CURRICULUM FOR
CHILDREN .....................................................6
HELP IDENTIFYING AND/OR RECEIVING
ADDITIONAL RESOURCES TO EXPAND THE
SCOPE OF THE CURRICULUM AND ACTIVITIES ...7
FEEDBACK ON IMPLEMENTING THE CURRICULUM.....8
OTHER (SPECIFY) ............................................9

Next, I have a few questions about mentoring. Is there someone who mentors you in your classroom, that is someone who observes your teaching on a regular basis and provides feedback, guidance, and training?

YES .................................................................1
NO .................................................................0
DON'T KNOW ..................................................d → GO TO A31
REFUSED .........................................................r
## Head Start teachers’ PD experiences

### High variability in PD experiences → No meaningful patterns identified

**New variable: Variety of PD experience**

<table>
<thead>
<tr>
<th>Types of PD Support</th>
<th>% of Teachers Receiving PD Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help understanding</td>
<td>70.5</td>
</tr>
<tr>
<td>Opportunities for observation</td>
<td>43.2</td>
</tr>
<tr>
<td>Refresher training</td>
<td>65.0</td>
</tr>
<tr>
<td>Help implementing</td>
<td>59.0</td>
</tr>
<tr>
<td>Planning activities</td>
<td>66.5</td>
</tr>
<tr>
<td>Individualization</td>
<td>65.7</td>
</tr>
<tr>
<td>Identifying resources</td>
<td>52.4</td>
</tr>
<tr>
<td>Observation &amp; feedback</td>
<td>57.0</td>
</tr>
<tr>
<td>Mentor in the classroom</td>
<td>75.4</td>
</tr>
</tbody>
</table>

### Number of PD Supports Received in the Last Year

- 0: 2
- 1: 2
- 2: 11
- 3: 8
- 4: 9
- 5: 6
- 6: 7
- 7: 8
- 8: 8
- 9: 18

% Participants
Variety in HS teacher PD experiences and well-being

Teachers that receive a more varied PD experience reported an increase in:
- Enjoying teaching.
- Certainty that they make a difference in the lives of the children they teach.

<table>
<thead>
<tr>
<th></th>
<th>Depression</th>
<th>Enjoy teaching</th>
<th>Make a difference</th>
<th>Choose teaching again</th>
<th>Plan on continuing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre score</td>
<td>.425 (.040)**</td>
<td>.240 (.051)***</td>
<td>.236 (.036)***</td>
<td>.389 (.043)***</td>
<td>.334 (.057)***</td>
</tr>
<tr>
<td>Curriculum (Creative</td>
<td>.072 (.036)*</td>
<td>-.026 (.042)</td>
<td>.038 (.043)</td>
<td>.032 (.038)</td>
<td>.067 (.039)</td>
</tr>
<tr>
<td>curriculum = 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of PD hours</td>
<td>-.029 (.029)</td>
<td>-.054 (.046)</td>
<td>-.071 (.055)</td>
<td>-.025 (.048)</td>
<td>-.039 (.030)</td>
</tr>
<tr>
<td>Cohort (2009 = 1)</td>
<td>-.096 (.131)</td>
<td>.209 (.097)*</td>
<td>.201 (.106)</td>
<td>.154 (.140)</td>
<td>-.387 (.165)*</td>
</tr>
<tr>
<td>Center’s turnover</td>
<td>.015 (.131)</td>
<td>-.350 (.106)***</td>
<td>-.266 (.108)*</td>
<td>-.292 (.131)*</td>
<td>.005 (.127)</td>
</tr>
<tr>
<td>Variety of PD experiences</td>
<td>-.035 (.037)</td>
<td>.117 (.051)*</td>
<td>.116 (.048)*</td>
<td>.068 (.042)</td>
<td>-.087 (.048)</td>
</tr>
</tbody>
</table>

*p < .05  **p < .01  ***p < .001
Variety in HS teacher PD experiences and teacher practice and child outcomes

Teacher practice

Non-significant results for:
- CLASS Instructional Support
- ECERS Provisions for Learning
- ECERS Teaching and Interactions

Child outcomes

Non-significant results for:
- WJ Applied Problems
- WJ Letter Word
- WJ Spelling
- PPVT
- Teacher-reported aggression
- Teacher-reported social skills
- Teacher-reported withdrawal
- Teacher-reported literacy skills
Final thoughts

• Do these findings reflect the state of PD in Head Start or are they the result of the breadth of the items included?

• Can teachers differentiate between PD experiences?

• Importance of getting a more nuanced understanding of PD experiences:
  • Content
  • Quality
THANK YOU!

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