

ratings of child problem behavior (SSRS), and more positive language outcomes (PPVT_4).

Sample:

19 Head Start Classrooms (intervention), 19 Head Start classrooms (control)
42 Head Start teachers (intervention); 39 Head Start teachers (control)
148 Children
1 Mentor

Measures:

Children

Developmental Checklist (DC) of the Developmental Observation Checklist System
Peabody Picture Vocabulary Test, Fourth edition (PPVT-4)
Woodcock Johnson III (WJ-III), Letter-Word Identification Test subset
Social Skills Rating System (SSS), Social Skills Scale
Child Engagement Questionnaire (CEQ)

Teachers

Teacher Engagement in Adult Learning Process
Teacher Training Feedback Form
Teacher Practice Feedback Form
Teacher Feedback Form
Teacher Questionnaire
Ideas about Children Scale
Teacher Beliefs Scale
Teacher Efficacy Scale
Classroom Practices Observation Scales
Classroom Assessment Scoring System
Teaching Styles Rating Scale (TSRS)

George Mason University

Principal Investigator:

Julie Kidd, Ed.D.

Project Title:

Sustaining Teachers' Effective Pedagogy (STEP): Continuous Program Improvement to Increase Teacher Effectiveness and Enhance Children's Outcomes

Project Funding Period:

2008-2011

Project Abstract:

George Mason University will be designing, implementing, and evaluating the

Sustaining Teachers' Effective Pedagogy (STEP) model which will collaborate with the Head Start Professional Development Team (PDT) to identify effective teaching strategies which promotes and sustains teacher effectiveness and enhances student outcomes. Specifically, the STEP model will give Head Start teachers and teaching assistants the knowledge, skills, and attitudes needed to provide effective instruction that responds to the children's diverse cultural and linguistic backgrounds. The STEP model is comprised of a five-day STEP Institute, ongoing Community of Learning and Practice Groups, and online group and mentor interactions. In Year 1, STEP and the Head Start PDT will collaborate to design and develop the modules, materials, and resources needed for implementation. In Year 2, the project will be implemented in Alexandria Head Start classrooms with 17 teachers in STEP groups and 17 teachers in control groups. In Year 3, the project will be replicated among Northern Virginia Head Start sites with 30 teachers in STEP and 30 teachers in control groups. Results are expected to show STEP allows Head Start teachers to strengthen their practices and effective teaching strategies, increase teachers' abilities to identify intentional and culturally responsive teaching, and improve teachers' quality of teaching and sustaining positive child outcomes.

Sample:

Year 2: 17 Head Start Classrooms

Year 2: 34 Head Start Teachers/Teacher Assistants

Year 3: 30 Head Start Teachers/Teacher Assistants

Measures:

Children

Child Observation Record (COR) Assessment System

Phonological Awareness Literacy Screening – Pre-Kindergarten (PALS-PreK)

Teachers

Classroom Assessment Scoring System (CLASS)

reschool Classroom Implementation Rating Instrument (PCI)

The Early Childhood Classroom Observation Measure (ECCOM)

STEP Practices Questionnaire

STEP Participant Attitude Questionnaire

University of Northern Iowa

Principal Investigator:

Betty Zan, Ph.D.

Project Title:

Coaching and Mentoring for Preschool Quality