

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

*Project Funding Period:*  
2008-2011

*Project Abstract:*

The University of Northern Iowa will implement a project that will improve the academic, social, and emotional outcomes of Head Start children by addressing effective teacher strategies and behaviors. Participants in this project will be teachers, assistant teachers, and supervisors from local Head Start programs. The intervention will target Head Start teachers, assistant teachers, and supervisors through peer coaching and implementing a mentoring model that will provide focused training for teachers that will lead to changes in teacher beliefs and practices and focused training for supervisors which will improve mentoring and supervising of teachers. The goals of this project are: (a) to increase the effectiveness of teachers in promoting the language, academic, social, and emotional development of children in their classrooms; (b) to increase the effectiveness of supervisors in mentoring and supervising teachers; and (c) to improve the educational and social outcomes of children. In Year 1, the project will develop intervention and supporting materials and conduct a small-scale intervention focusing on local Head Start teachers and supervisors. In Year 2, a follow-up workshop will be available to cohort 1 teachers and an additional set of teachers (cohort 2) will be introduced to the intervention. Year 3 will continue with follow-up workshops for cohort 1 and 2 teachers as well as training additional supervisors as mentors. The expected results of this project are to increase program quality throughout the field of early childhood education in Iowa, including Head Start and the public school system, and to increase partnership between the University of Northern Iowa and Head Start, increase effective supervision of teachers by Head Start management, and increase quality programming by Head Start teachers.

*Sample:*

Year 1: 10 Head Start Teachers, 5 Head Start Supervisors  
Year 2: 40 Head Start Teachers, 15 Head Start Supervisors  
Year 3: 108 Head Start Teachers, 54 Head Start Supervisors  
Year 3: 18 Supervisor Mentors  
Year 1-3: 2,142 Head Start Children

*Measures:*

*Children*

Peabody Picture Vocabulary Test Revised (PPVT-R)  
Work Sampling for Head Start (WSHS) Developmental Checklist  
Devereaux Early Childhood Assessment (DECA)

*Teachers*

Ideas about Children

*Classroom*

Classroom Assessment Scoring System (CLASS)

## **University of Pittsburgh/Children's Hospital of Pittsburgh of UPMC**

*Principal Investigator:*

Stephen J. Bagnato, Ed.D., NCSP

*Project Title:*

Early Childhood Partnership's *Center On Mentoring for Effective Teaching (COMET)*: A University-Head Start Applied Research Collaborative in Appalachia

*Project Funding Period:*

2008-2011

*Project Abstract:*

The University of Pittsburgh and Children's Hospital of Pittsburgh of UPMC, in a collaborative effort with Head Start partners in the Appalachian region, will be implementing the Early Childhood Partnership's *Center On Mentoring for Effective Teaching (COMET)*; [www.uclid.org](http://www.uclid.org)) model to conduct applied research on mentoring in order to promote effective Head Start teaching practices. Teachers assigned to the mentoring group (experimental) will receive an instructional module and on-site COMET mentoring training throughout the Head Start school year. Year 1 will consist of developing training content, strategies and measures, hiring project staff, and random selection of Head Start classrooms into mentoring (experimental) or control (no mentoring) groups. In Year 2 investigators will implement the COMET model by recording in-vivo classroom observations, conducting weekly individual mentoring sessions and monthly group mentoring sessions, and tracking progress observations of teaching practices to promote early school success skills in early literacy and social and self-regulatory behaviors in children. In Year 3 the COMET model will be implemented in the control groups. Analyses will include both E-C statistical analyses to document the efficacy of the COMET model and path analysis methods to identify specific professional development mentoring features that contribute to changes in both teacher and child behaviors. Results are expected to show the COMET model will mediate the development of desired instructional and management behaviors. In addition, it is expected that Head Start children taught by teachers who model desired instructional and management behaviors will have better early school success competencies (e.g., early