

review and review by experts will be used to evaluate teachers' preschool math pedagogical content knowledge. Teacher speech samples, classroom observations and teacher background surveys will also be employed. Children's mathematical gains will be assessed using the Test of Early Mathematics Ability, 3rd Ed. (TEMA-3). Results from the study will be used to develop plans for teacher professional development to improve the mathematical skills of children in Head Start.

Sample:

N=60 Head Start Teachers

N=360 Head Start Children

Measures:

Teachers

Preschool Math Pedagogical Content Knowledge Interview

Math-Rich Environment Checklist

Math-Related Verbalization Coding per Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges (in press)

Children

Test of Early Mathematics Ability, 3rd Ed. (TEMA-3)

Elizabeth McLaren **

Project Title:

Partnering to Encourage Transfer of Learning

Mentor:

Jennifer Grisham-Brown

Project Funding Years:

2005-2006

University Affiliation:

University of Kentucky

Special Education and Rehabilitation Counseling

Project Abstract:

The University of Kentucky, along with the Bluegrass Head Start Program, will introduce two methods of professional development follow-up that promote the transfer of learning from training to the Head Start classroom. The study seeks to answer the following research questions: (a) are follow-up professional development strategies effective to encourage the transfer of learning from the workshop to the classroom for Head Start teachers? (b) is peer support or consultant support related to higher levels of teacher

behavior change and child behavior change? Study participants will include 18 Head Start teachers and 50 students. All teachers will participate in in-service teacher training sessions, and participants in the two intervention groups will receive follow-up supports. It is expected that the training sessions will increase the teachers' knowledge and improve their teaching strategies related to social and emotional competence. It is anticipated that this will in turn improve classroom climate, increase children's social and emotional competence, and reduce challenging behaviors. The findings should help bring improved services to children and families.

Sample:

N=18 Head Start Teachers

Measures:

Consultant Rating Profile (Noell et al., 2005)

Treatment Acceptability Rating Form – Revised (Reimers & Wacker, 1988)

Pre-post tests

Teaching Pyramid Fidelity Checklist (Hemmeter & Fox, 2005)

Social Skills Rating System (SSRS)

Teacher Efficacy Scale (Guskey & Passaro, 1994)

Focus Group

Marissa Owsianik **

Project Title:

Building Capacity Within Head Start for Quality Whole-Child Assessment

Mentor:

Christine McWayne

Project Funding Year:

2005-2006

University Affiliation:

New York University

Department of Applied Psychology

Project Abstract:

New York University, partnering with a Head Start program in New York City, will establish co-constructed research goals with Head Start educational staff to enhance on-going whole-child assessment with an emphasis on building capacity for quality assessment of children's social-emotional strengths and needs. Specifically, the study has three objectives: (a) investigate the quality of information from existing child assessments; (b) work toward maximizing the use of information that is already collected to help inform