

Early Reading First Project
2004-2007

Professional Development Model

Mary Abbott

Juniper Gardens Children's Project-University of Kansas

Amy Herring

Project EAGLE-University of Kansas Medical Center

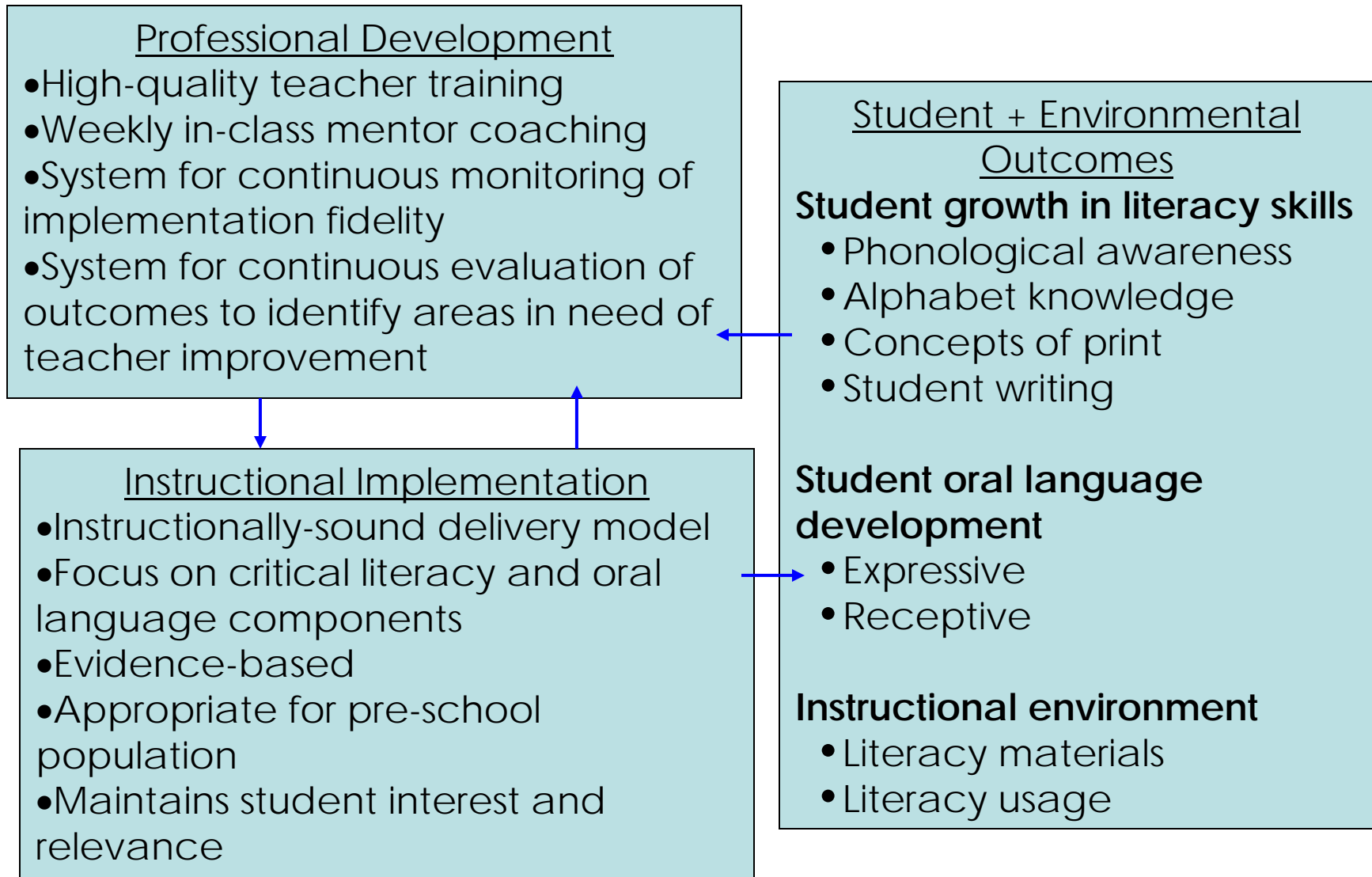
Project Structure

Project EAGLE
Project Administration
Mentor Coaches

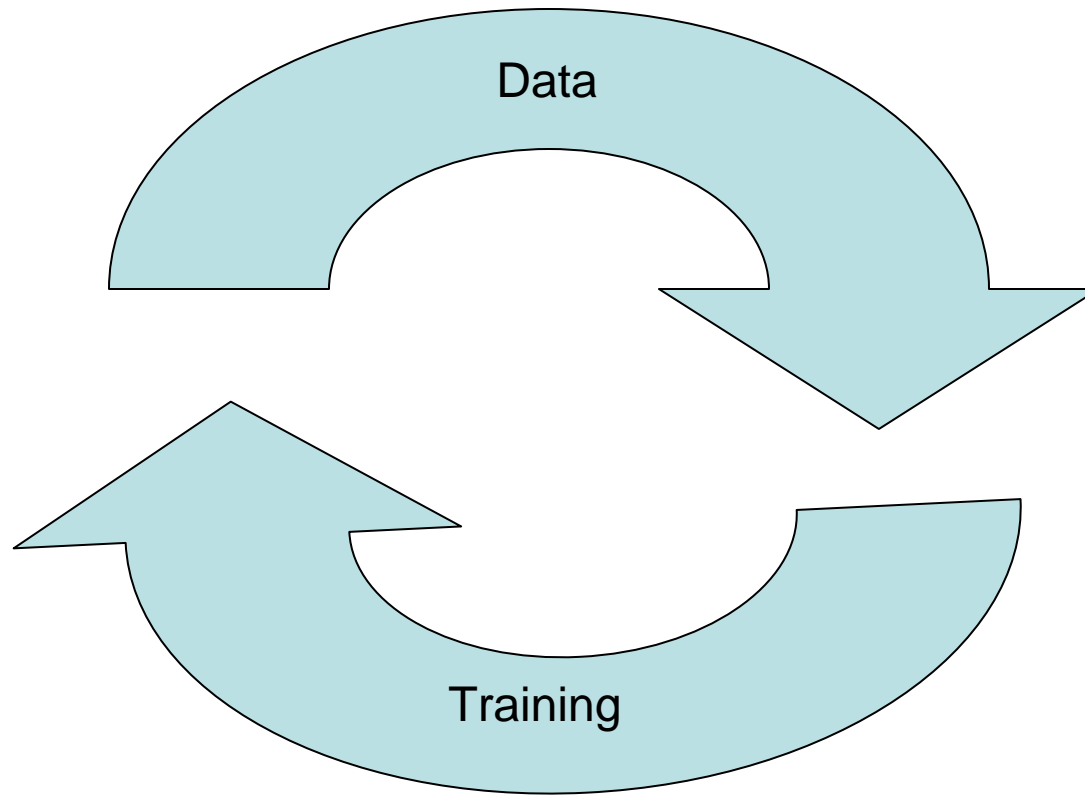
Juniper Gardens Children's Project - KU
Professional Development
Evaluation

9 Head Start & Faith-Based 3-5 Year-Old Classrooms
BA, AA, and CDA teacher per classroom
1 to 3 mentor coach/teacher ratio
Ongoing professional development
Emphasis on literacy, social-emotional growth, and the arts
Rich physical environment
Parental involvement

Conceptual Framework



Two Components of Professional Development



Goals Based on Data

- Each data source was reviewed by project staff. Then ERF project and classroom goals were created and updated as new data was compiled.
 - ERF goals included the creation of effective training and modification training based on data (i.e., topics and issues).
 - Individual classroom goals included creation of a teacher work plan to improve specific aspects of the instructional day (e.g., shortening transitions or specific strategies for improving content delivery or additional ways to differentiate instruction).

Data Sources for Data-Driven Instructional Decision Making

- Teacher fidelity of implementation results
 - Conducted 2-3 times per year – criteria goal 80%
- Classroom environment and child outcomes
 - Classroom environment – fall and spring
 - Child outcome measures – fall and spring
 - Child progress monitoring – fall, winter, and spring
- Mentor coach reports about implementation
 - Completed weekly

Yearly Professional Development Dosage

Format	Session Frequency	Session Length	Time Across School Year
Initial Teacher Workshops	3	8 hrs.	24 hrs.
Weekly Teacher Mentoring	Daily	2.5 hrs.	450 hrs.
Monthly Teacher Workshops	8	4 hrs.	32 hrs.
Mini-Trainings mentors & teachers	Periodically	30-60 minutes	20 hrs.

Initial Teacher Workshops

- During the summer, three full days of training were provided for the entire staff. Management from each center were also encouraged to attend.
- Training focused on:
 - Skill content (literacy and language)
 - Instructional strategies for teaching skills
 - Environmental content (e.g., room arrangement, praise/reprimand, schedules)

Mentor Coach Objectives

- Coaches built capacity and promoted sustainability by working with teachers and the center director.
- 50% of the coach's time was spent embedded in classrooms
 - One morning during literacy instructional time
 - One 2-hour weekly lesson planning session

Mentor Coach Duties

- In the classroom, the mentor coach
 - Modeled appropriate strategies
 - Provided teacher feedback on instruction
- Mentor coaches prepared weekly reports detailing implementation
- Each month, mentor coaches hosted an evening and morning parent meeting. During these meetings, parents learned instructional strategies to use at home and viewed their child's academic data.

Weekly Mentor Coaching

- Areas of teacher improvement for classroom coaching were based on the following data sources:
 - Topics covered during teacher workshops
 - Teacher fidelity of implementation results
 - Classroom environment and child outcomes
 - Mentor coach reports of implementation

Monthly Teacher Workshops

- All teaching staff attended monthly half day workshops related to language/literacy skills content, instructional strategies, and classroom management. Workshop topics were based on:
 - Teacher fidelity of implementation results
 - Classroom environment and child outcomes
 - Mentor coach reports of implementation

Mini-Trainings

- Targeted trainings were provided in individual classrooms at nap time and were based on these data sources:
 - Weekly mentor coach reports of implementation
 - Student outcomes
- Training topics included:
 - Classroom management
 - ELL strategies
 - Literacy activities during center time
 - Beginning reading instruction

Teacher Fidelity of Implementation

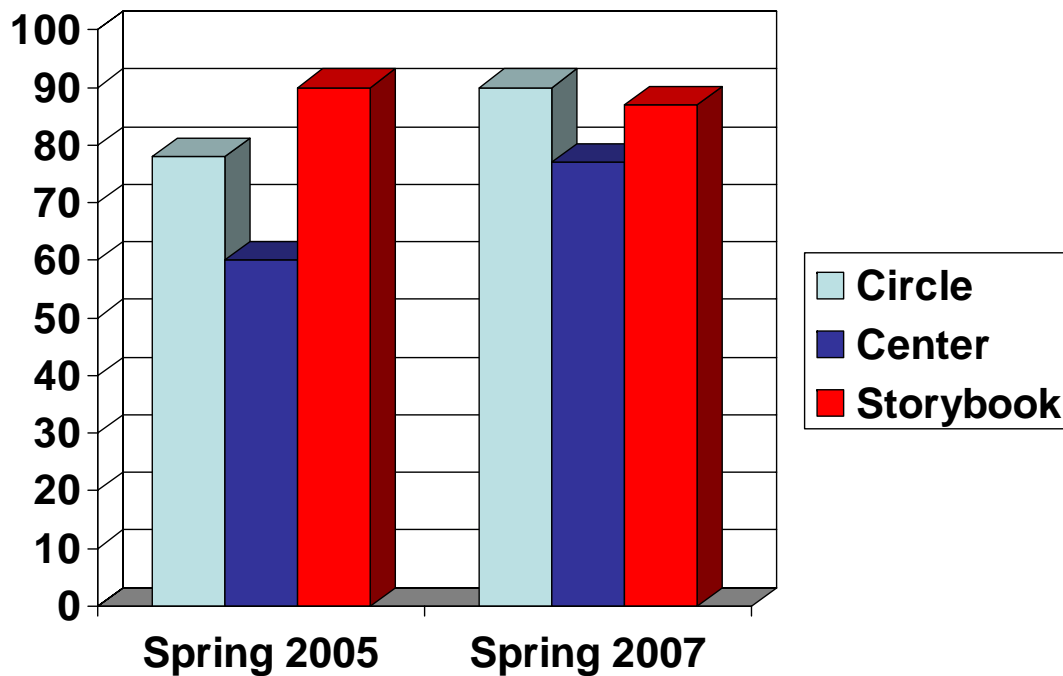
- The first year, fidelity checklists were created for circle, center, storybook instructional segments. A small group instruction fidelity was created in year two.
- Checklists included columns for individual teacher ratings.
- 3-hour classroom observations were used to complete the teacher fidelities.



Fidelity Content

- Fidelity of Implementation Checklists addressed the following areas of implementation:
 - Has the activity been planned as evidenced by the lesson plan?
 - Is the lesson plan being followed?
 - Do teachers use appropriate procedures taught during professional development (e.g., circle or center times)?
 - Do the teachers provide appropriate behavior management techniques?
 - Are transition times and methodology appropriate?

Percent fidelity of implementation across all teachers and classrooms.



- 80% criteria for each content area.
- After 3 months of training in 2005, 4 of 6 classrooms met criteria on Circle and Storybook.
- In spring of 2007 8 of 9 met criteria in Circle and Storybook.
- Good improvement was made in Centers.

For more information contact:

Mary Abbott, PhD
University of Kansas
Juniper Gardens Children's Project
650 Minnesota 2nd fl.
Kansas City, KS 6610
mabbott@ku.edu

Amy Herring, MA
University of Kansas Medical Center
Project EAGLE Community Programs
400 State Ave. Tower II
Kansas City, KS 66101
aherring@kumc.edu