

Supporting Professional Development to Ensure Effective Instruction

Mary Louise Hemmeter
Vanderbilt University
ml.hemmeter@vanderbilt.edu

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Overview of Presentation

- Background
- Coaching Protocol
- Pyramid Study
- Issues to consider

Background

- Professional Development Literature Review
- Literature Review on PD related to Social Emotional
- Key Findings
 - Issues related to dosage, definitions, and descriptions of PD intervention
 - Types of outcomes
 - Teachers
 - Children

Supporting Implementation of Evidence-Based Practices



Evaluating the Potential Efficacy of Embedded Instruction for Early Learning



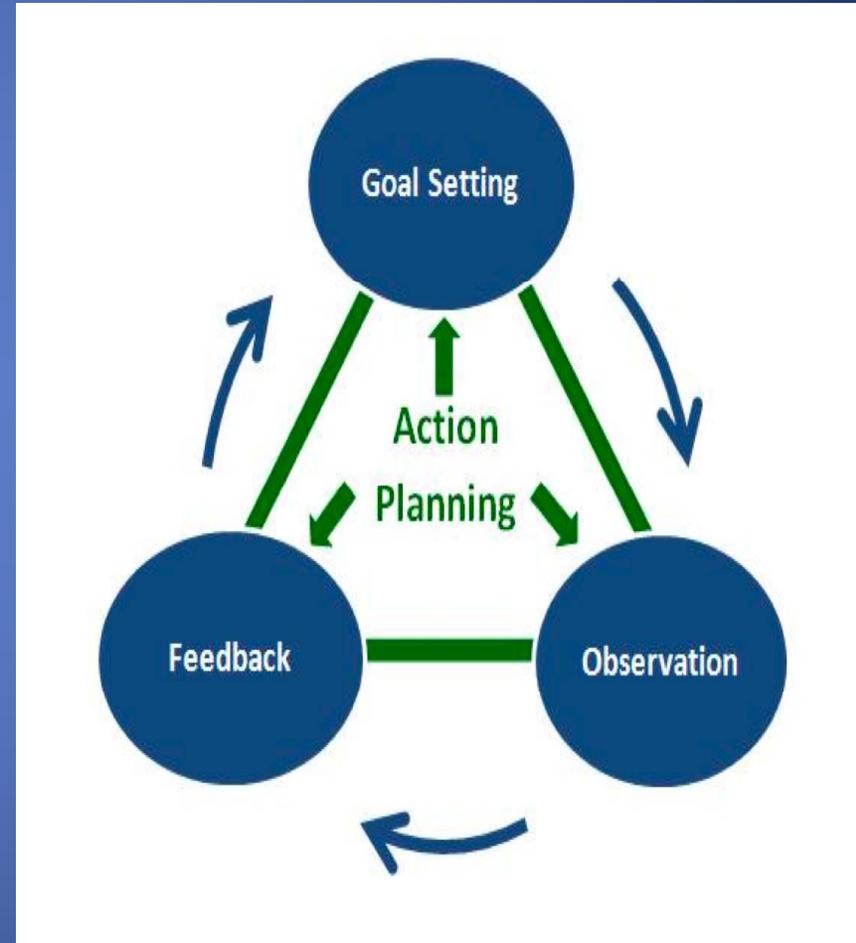
Evaluating the Potential Efficacy of the Teaching Pyramid Model

Helping early childhood practitioners implement embedded instruction for preschool children with disabilities

Helping early childhood practitioners implement promotion, prevention, and intervention strategies that support young children's social-emotional competence and prevent challenging behavior

Coaching Framework Components

- Entry and Relationship Building
- Goal Setting and Action Planning
- Observation
- Debrief, Reflect, and Feedback



Phases of Coaching

- Early Sessions (Sessions 1 to ~ 3)
 - Entry and relationship building
 - Observation
 - Needs assessment and initial goal setting
 - Debrief and Feedback
 - Reflection
 - Supportive feedback only
- Latter Sessions (Sessions ~ 4 and beyond)
 - Continued relationship building
 - Observation
 - Goal setting
 - Debrief and feedback
 - Reflection
 - Supportive and corrective feedback
- Final Session
 - Strategies for sustaining
 - Additional resources
 - Evaluation of coach and coaching processes



Coaching Protocol (Live and Email)

- Open meeting
- Summarize observation and encourage reflection
- Supportive performance feedback
- Corrective performance feedback
- Targeted support
- Support for planned actions
- End meeting

Measuring Dosage and Fidelity of Coaching

- Coaching log (coach completed)
 - Steps of protocol
 - Types of strategies
 - Implementation issues
- Fidelity (research staff) – Adherence to protocol
 - Audio tapes of coaching sessions
 - Email feedback
- Quality and content of coaching
 - Audio tapes of coaching sessions

The Teaching Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



Status of Teaching Pyramid Practices in EC Classrooms

	TPOT Study n=50		Efficacy Study n=18		Distance Coaching n=33	
	Mean	Range	Mean	Range	Mean	Range
<i>Env Items</i>	6.0	3-7	5.05	3-6	6.34	4-7
<i>Red Flags</i>	3.0	0-11	3.75	1-10	2.13	0-7
<i>Percent Indicators</i>	39.1%	14% to 73%	39.56%	16% to 74%	39.87%	14% to 66%

Examining the Potential Efficacy of the Teaching Pyramid Model

- Public school classrooms
 - Nashville, Tennessee
 - Tampa, Florida
 - 2 Cohorts
- Randomized group design
 - One between-subjects factor (Teaching Pyramid intervention) and one within-subjects factor (repeated measures)
 - Randomized at the classroom level
- 20 Intervention and 20 control teachers
- 2-3 Target children in each classroom
 - (identified through the Caregiver Teacher Report Form of the Child Behavior Checklist)

- Intervention teachers received:
 - 3 days of training (19.5 hours)
 - Implementation guides and materials
 - Weekly observation, coaching sessions, and email feedback (mean=13.4, range 7-17)
- Control teachers received training at end of study

Participating Classrooms

- Teachers
 - All had bachelors degrees, half of teachers in each group had advanced degrees
 - Most teachers had a degree in a related field (e.g., early childhood, special education)
 - Average # of years working with preschool children (Intervention – 8.3, control – 11.8)

Coaches

- 4 coaches (2 in TN, 2 in FL)
- All females
- Mean Yrs. of Teaching Experience = 5.8
- All coaches affiliated with research project
- All coaches involved in developing coaching protocol, including coaching manual and all associated forms

Research Questions

- Do teachers who have received professional development focused on the Teaching Pyramid implement those practices with fidelity when compared to teachers who have not received training and coaching?
- Do the social skills and problem behaviors of children whose teachers have received professional development on the Pyramid differ from children whose teachers have not received professional development?
- Do the positive social interaction skills of target children with challenging behavior whose teachers have received professional development on the Pyramid differ from children whose teachers have not received professional development?

Measures

- Observational Measures
 - Teaching Pyramid Observation Tool (TPOT)
 - Target Child Observation System
- Teacher Report
 - Social Skills Intervention System
- Measurement Schedule
 - Four waves, 7-8 weeks apart

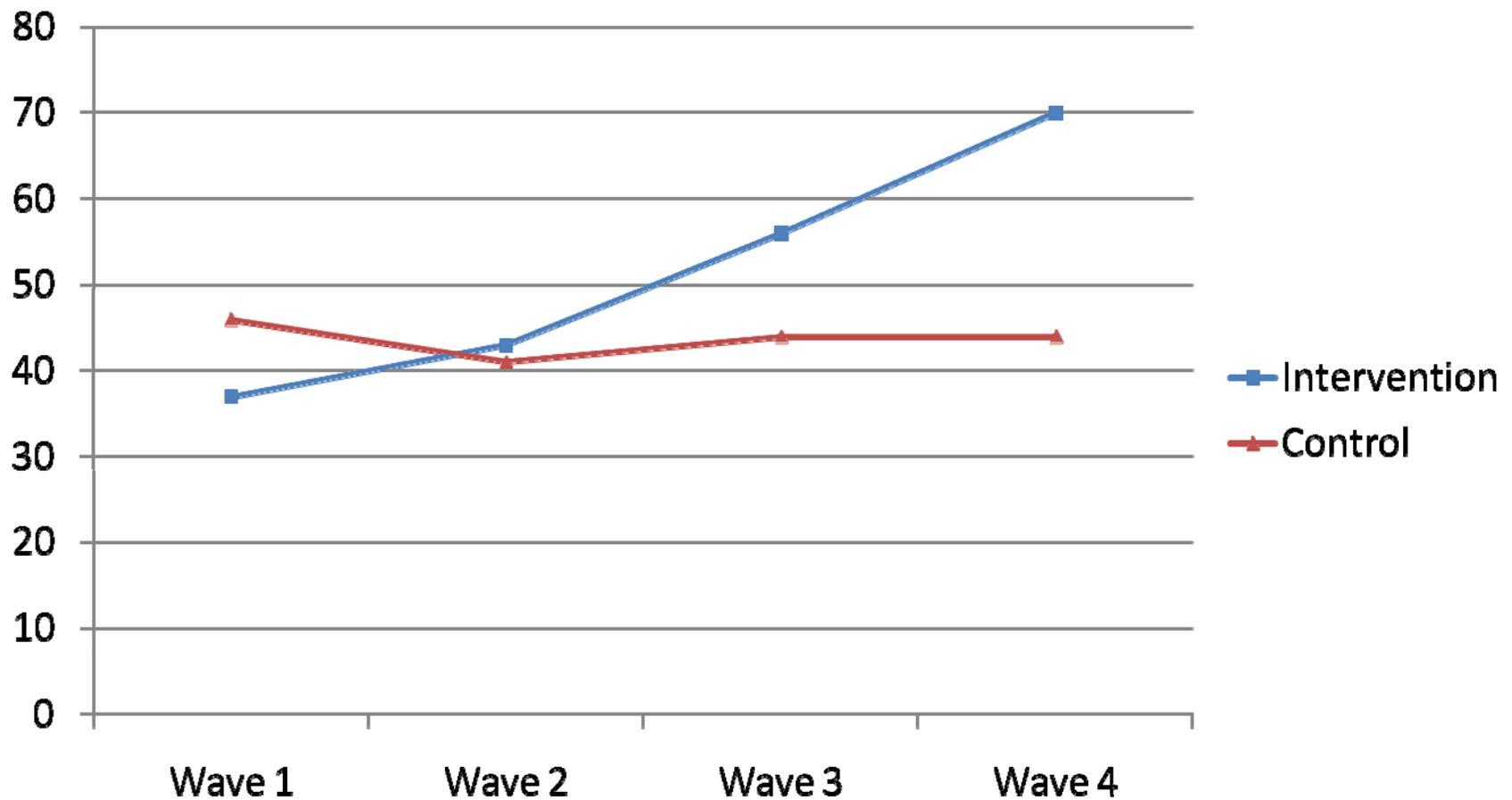


Figure 1. Mean Teaching Pyramid Observation Tool implementation scores across waves by experimental condition. Total number of TPOT indicators = 108. Statistically significant and noteworthy differences at Wave 4 [$t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6$)

Child Outcomes

- Non-target children
 - Differences between social skills scores for children in intervention versus control classrooms
 - Control group adjusted mean 96.4; Intervention group adjusted mean 103.8
 - ($t(34) = 2.79, p = .009, \text{Cohen's } d = .46$).
 - Lower mean scores for problem behavior
 - Control group adjusted mean 99.2; Intervention group adjusted mean 95.14

Child Outcomes

- Target children
 - Higher mean social skills scores in intervention classrooms
 - Control group adjusted mean 84.0; Intervention group adjusted mean 88.6
 - ($F(1,94) = 3.38, p = .069, \text{Cohen's } d = .41$).
 - Differences in problem behavior scores for children in intervention versus control classrooms
 - Control group adjusted mean 115.5; Intervention group adjusted mean 108.7
 - ($F(1, 94) = 6.04, p = .016, \text{Cohen's } d = -.52$).
 - Statistically significant and noteworthy differences in frequency of positive social interactions for intervention classrooms at wave 4

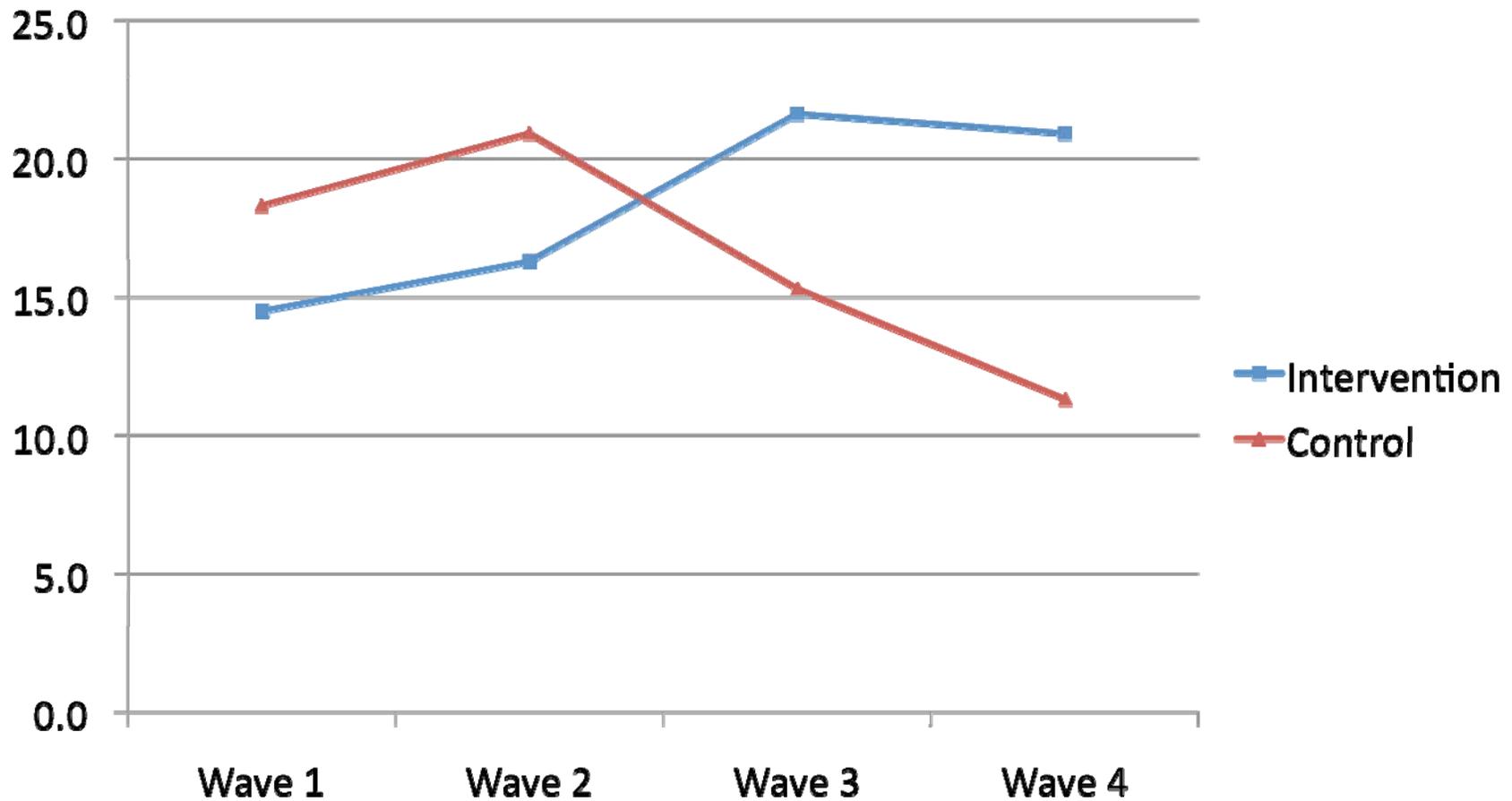


Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom was used to derive the means reported for each group at each wave.

Summary

- Conclusions
 - A structured protocol implemented with fidelity has positive effects on teacher practice
 - Preliminary evidence that change in teacher practice affects children's social skills and problem behavior
 - Higher fidelity appears to be related to differences in child outcome
 - Cautions
- Some issues to consider
 - Match between format/type/dosage of coaching and desired outcomes (e.g., strategies, curricula, multi-component)
 - Defining “coaching” and ensuring fidelity
 - Impact of teacher characteristics on coaching process and outcomes
 - Coaching in the context of other program wide supports