Reflecting, Coaching, and Mentoring: Impact on Teacher-Child Interactions in Preschool Classrooms

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Coaching and Mentoring for Preschool Quality (CAMP Quality)

A Head Start-University Partnership Grant Project
Project Goals

• To increase the effectiveness of Head Start teachers and assistant teachers in promoting the language, academic, social, and emotional development of children in their classrooms

• To increase the effectiveness of Head Start supervisors in mentoring and supervising Head Start teachers

• To improve the educational and social-emotional outcomes of Head Start children
Year 2 Participants

Experimental Group:
- 38 teachers from 19 classrooms
  (21 BA degrees, 17 < BA degree)
- 19 mentors
- 88 children

Comparison Group:
- 28 teachers from 14 classrooms
- 55 children
CAMP Quality Professional Development Model

- Workshops
- Classroom Videotaping
- Peer Coaching
- Teacher Reflections

Regents' Center for Early Developmental Education
Professional Development for Teachers

- Bimonthly workshops
- Monthly videotaping
- Monthly cycle of:
  - Teacher reflection (individual teachers, using video and Reflection Guides)
  - Peer coaching (teaching teams, using video and Peer Coaching Guide)
  - Mentoring (teaching teams and mentor, using Mentoring Guide)
Bimonthly Workshops

- 3 hours each
- Format includes video, hands-on activities, lecture, and discussion
- Attended by teachers and supervisors (mentors)

Topics include:
- Emotional support
- Scaffolding children’s language (focus on literacy)
- Scaffolding children’s thinking (focus on science)
- Engaging thinking and learning (focus on math)
Professional Development for Mentors

- 2-day CLASS training (to reliability)
- Bi-monthly CLASS reliability checks
- Monthly Mentor Development meetings
- Bi-monthly workshops (with the teachers)
- Individual consultation with CAMP facilitator (as needed)
Teacher Reflection Guide Sample (focus on Concept Development)

- Describe your role during a child-initiated activity.
- What did you see yourself doing to encourage children to use analysis and reasoning skills?
- Did you use why or how questions?
- Did you ask the children to predict, compare, evaluate or engage in problem solving?
- If you do not see yourself doing any of these skills, identify a segment of the activity to promote these key skills.
Peer Coaching Guide Sample (focus on Language Modeling)

- During a conversation with a child or children, how many back and forth exchanges took place between you and the child/children?
- What did you do or say to get the conversation started and keep it going?
- Describe an example of how you used advanced words or new vocabulary with children in your classroom.
Mentoring Guide
Sample (focus on *Productivity*)

- What strategies are you using that are making your classroom run more smoothly?
- What approaches are you using to teach children to follow routines?
- At this point in the year, how well are the children following classroom routines?
- What kinds of difficulties are children having following routines?
- What ways can you support those having difficulty in this area?
- What ideas do you have for different learning activities during transitions?
Data Collected

- Demographics
- Teacher Belief Scale (fall and spring)
- CLASS ratings of monthly videotaped classroom observations
- PPVT-IV (fall and spring)
- Head Start Teacher Feedback Scale
- Mentoring Monitor (monthly)
End-of-Year CLASS Scores: Differences between Intervention and Comparison Classrooms on Emotional Support

- **Positive Climate**: p = 0.034
- **Negative Climate**: p = 0.009
- **Teacher Sensitivity**: p = 0.047
- **Regard for Student Perspectives**: p = 0.003
End-of-Year CLASS Scores: Differences between Intervention and Comparison Classrooms on Classroom Organization

- **Behavior Management**: Intervention $p = 0.005$
- **Productivity**: Intervention $p = 0.023$
- **Instructional Learning Formats**: Intervention $p = 0.003$
End-of-Year CLASS Scores: Differences between Intervention and Comparison Classrooms on Instructional Support

- Concept Development: Intervention 3.1, Control 2.2 (p < 0.001)
- Quality of Feedback: Intervention 4.1, Control 3.1 (p < 0.001)
- Language Modeling: Intervention 3.9, Control 2.7 (p < 0.001)
Conclusions

Preliminary analyses suggest that the CAMP Quality professional development activities led to teachers’ increased ability to engage in interactions with children that have been associated with children’s academic, social, and emotional development.
Year 3 Plans

- Expand to 13 Iowa Head Start grantees
- Train local CAMP Quality facilitators
  - CLASS training to reliability
  - Four-day summer institute
  - Provide all workshop materials and video equipment
- Support local CAMP Quality facilitators to implement CAMP Quality
- Provide follow-up workshop and videotaping to Year 2 participants