

Impact of Teachers' Level of Education on Effectiveness of Professional Development

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**Coaching and Mentoring
for Preschool Quality
(CAMP Quality)**

A Head Start-University Partnership
Grant Project



CAMP Quality 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 Teachers

Experimental Group:

- 38 teachers from 19 classrooms
(21 BA degrees, 5 AA degrees, 12 <AA)

Comparison Group:

- 23 teachers from 12 classrooms
(5 BA degrees, 10 AA degrees, 8 <AA)

CAMP Quality Professional Development Model



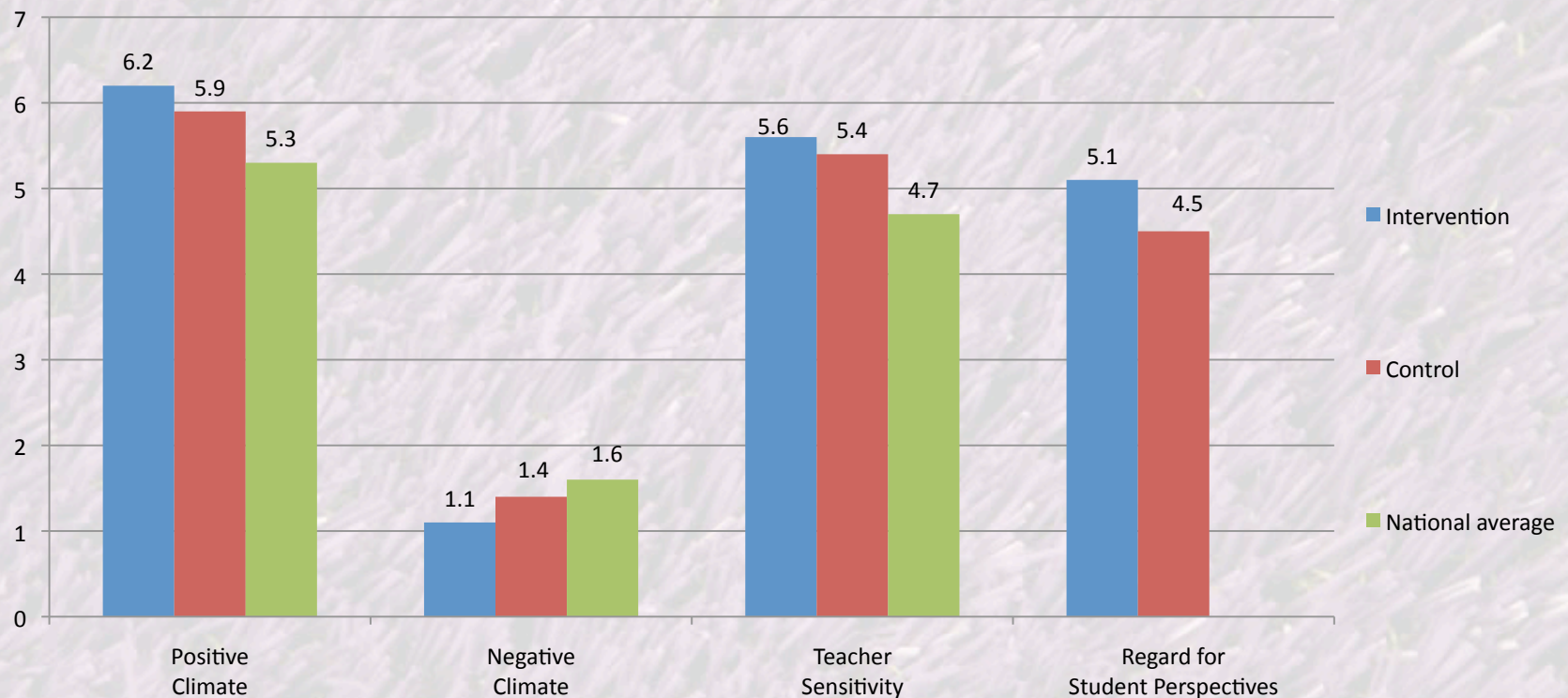
Professional Development for Teachers

- 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)

Data Collected during Year 2

- 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)

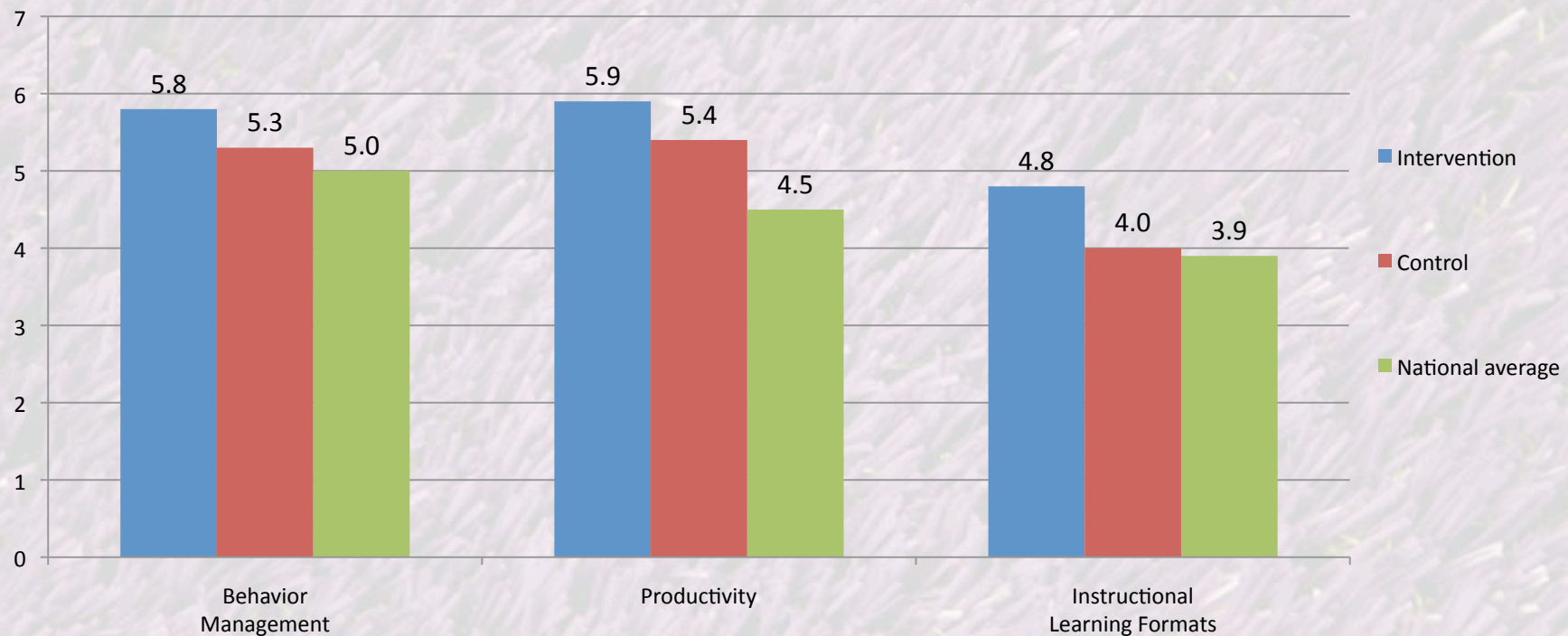
End-of-Year CLASS Scores: Differences between Intervention and Comparison Classrooms on *Emotional Support*



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 $p = 0.005$
Instructional Learning Formats $p = 0.003$

Productivity $p = 0.023$

End-of-Year CLASS Scores: Differences between Intervention and Comparison Classrooms on *Instructional Support*

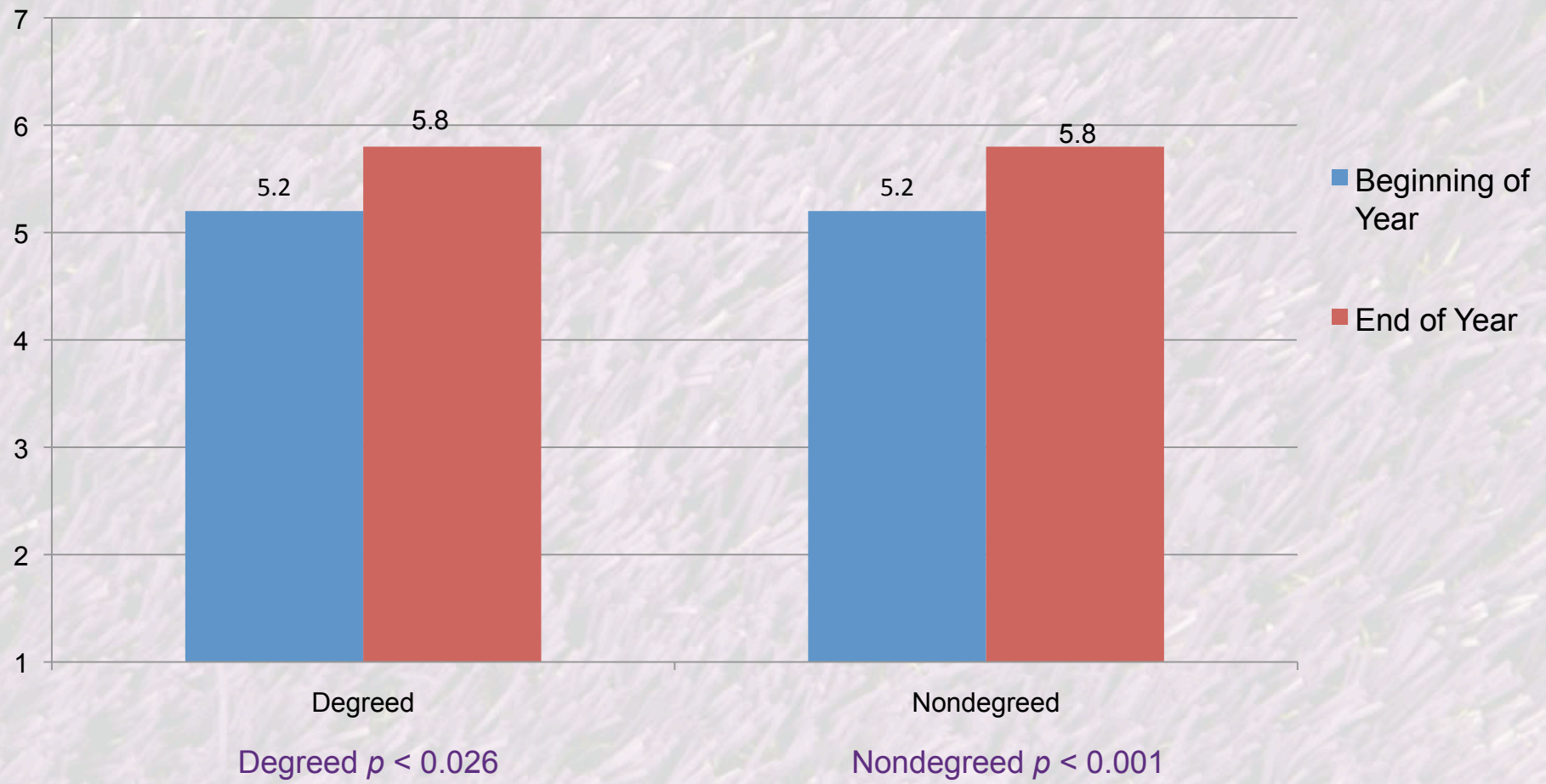


Concept Development $p < 0.001$

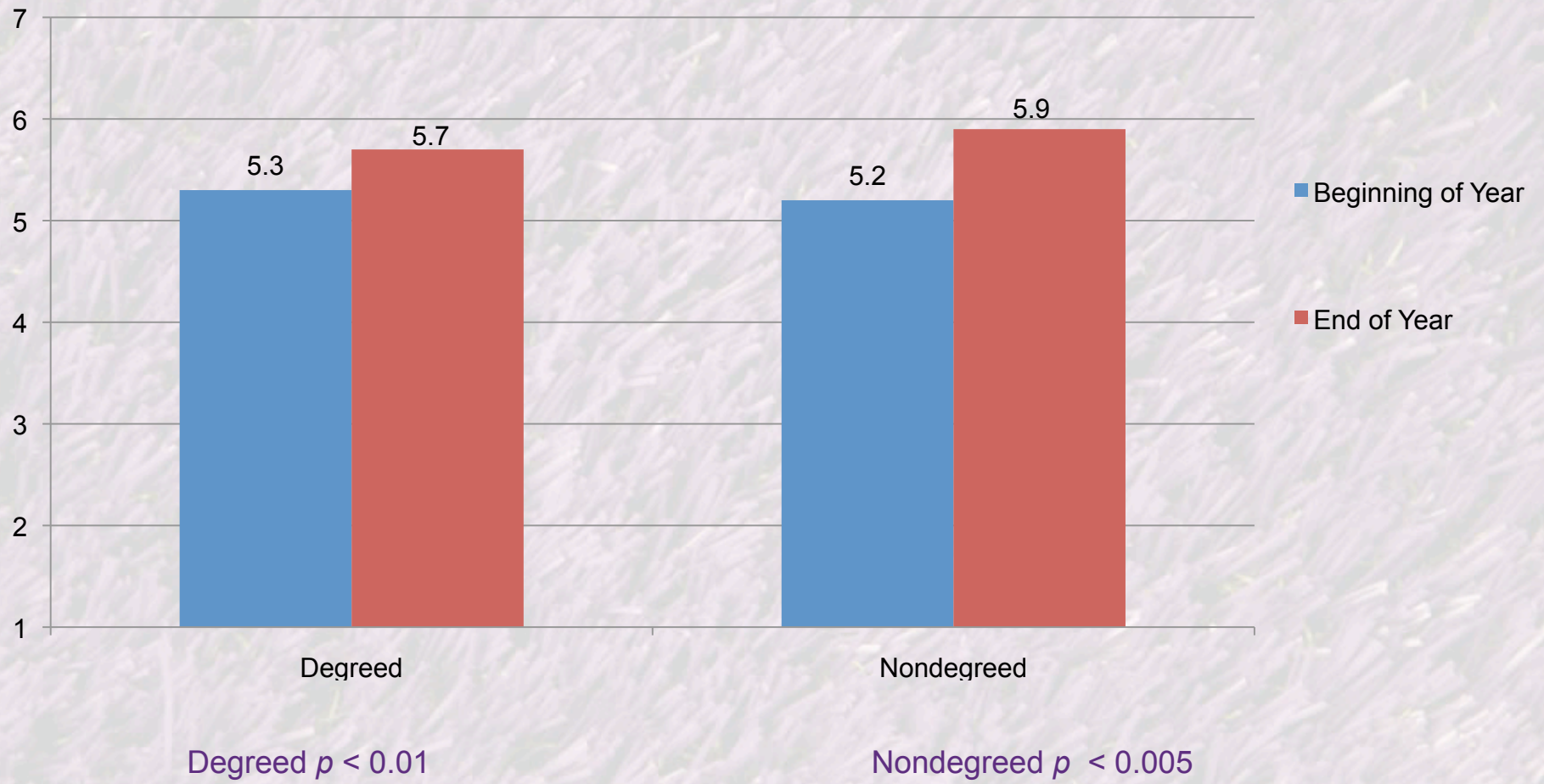
Quality of Feedback $p < 0.001$

Language Modeling $p < 0.001$

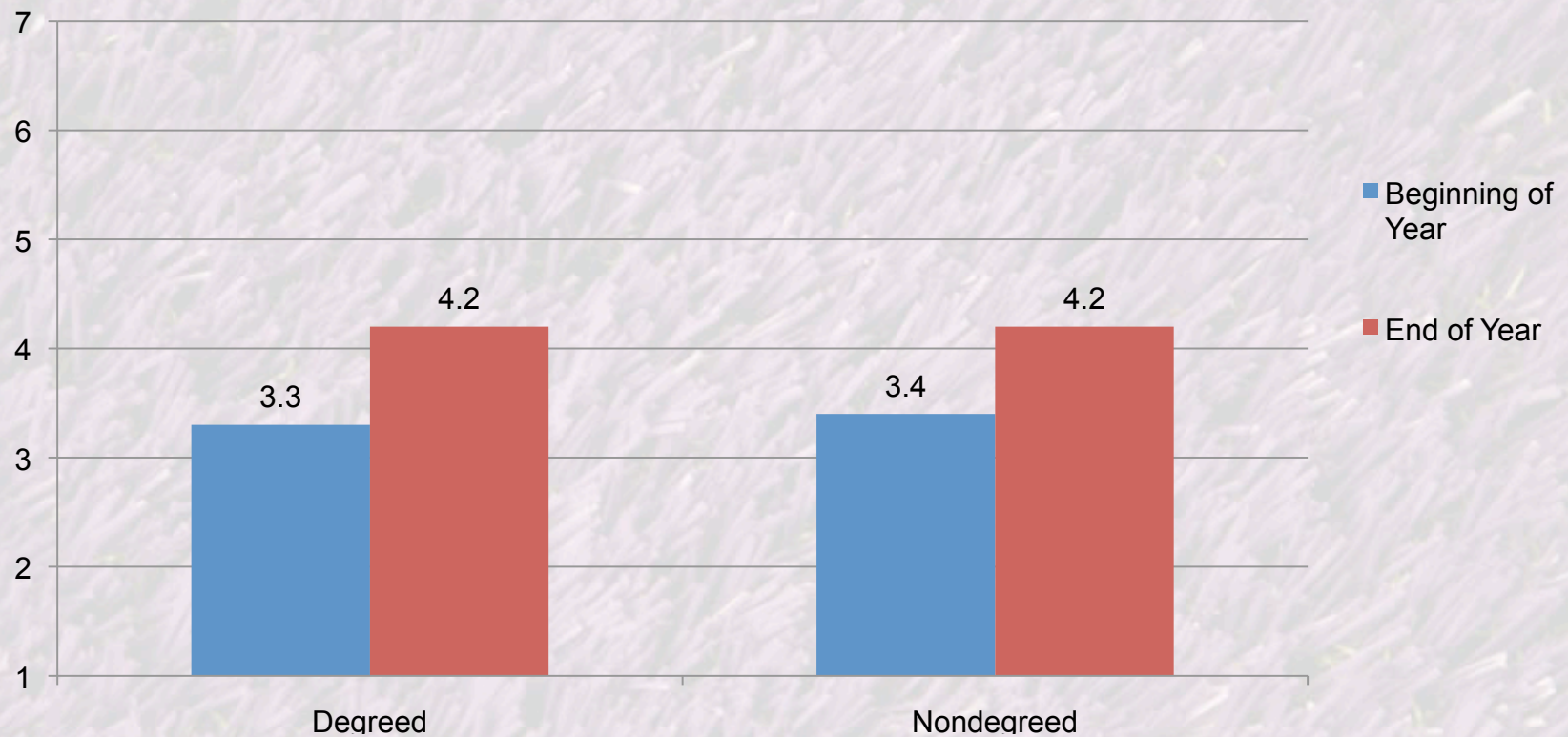
CLASS Scores: Behavior Management Differences between Degreed and Nondegreed Teachers



CLASS Scores: Productivity Differences between Degreed and Nondegreed Teachers



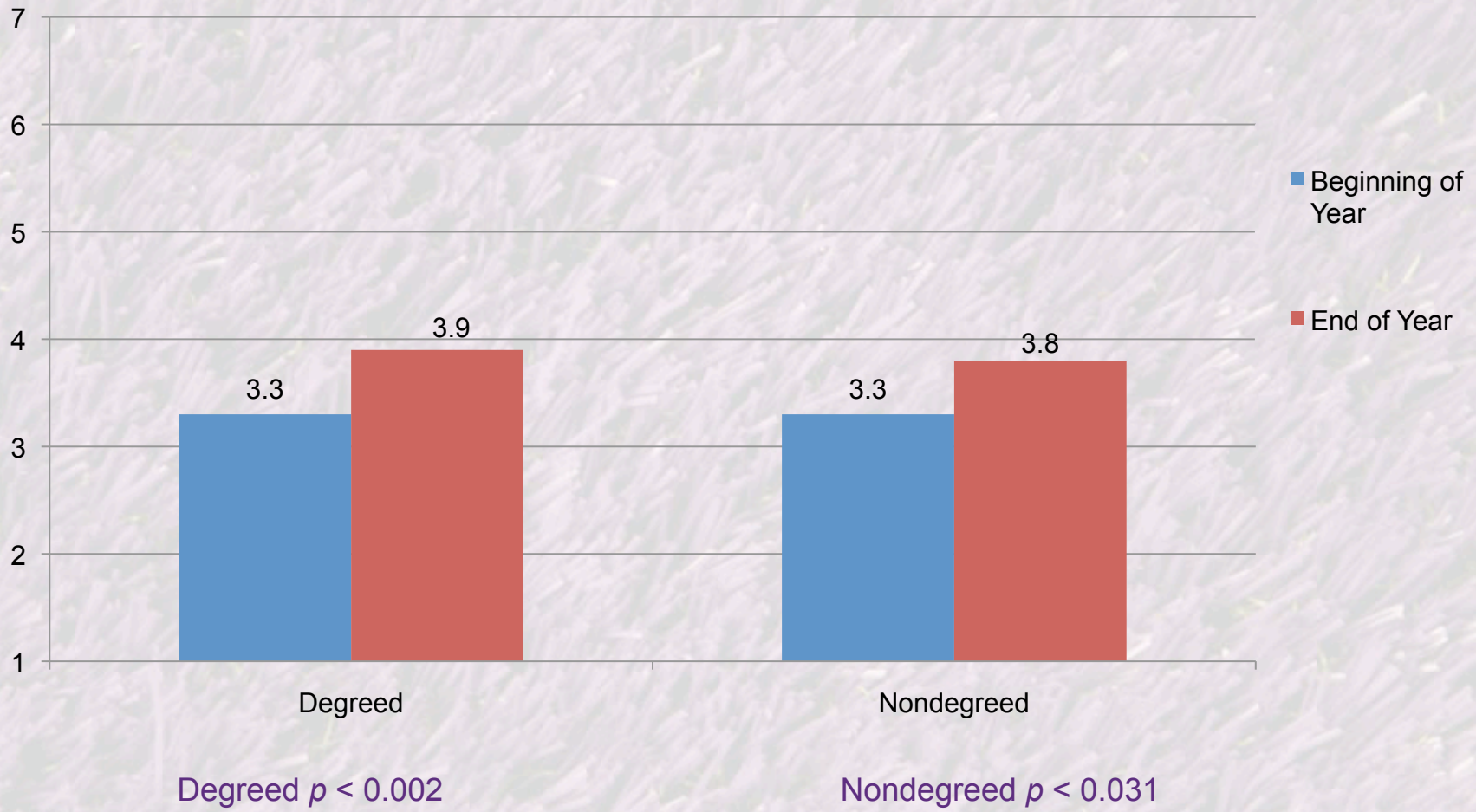
CLASS Scores: Quality of Feedback Differences between Degreed and Nondegreed Teachers



Degreed $p < 0.000$

Nondegreed $p < 0.016$

CLASS Scores: Language Modeling Differences between Degreed and Nondegreed Teachers



Conclusions

1. Participation in CAMP Quality led to increased scores on all domains of the CLASS.
2. Degreed and nondegreed teachers benefited from CAMP Quality to the same extent.

Mentor Development

- Mentors are education supervisors, program managers, others who support and supervise classroom teachers.
- Each mentor does CAMP PD with one classroom team (lead and assistant)
- All mentors attended a 2 day CLASS reliability training in September.

Mentor Characteristics

- 19 Females
- Mean Age- 47 years
- Mean Total # Years Teaching- 15 years
- Education Background:
 - 32% AA
 - 58% BA
 - 10% MA

Monthly Mentor Development Meetings

- Share successes, challenges and explore mentor role with project staff
- Gain skills for active listening, questioning, communicating strengths and recommending changes
- CLASS reliability checks
- Share resources and strategies

Monthly Mentoring Meetings

- Mentors meet with their team (a lead and assistant teacher) regularly
- Mentors use a guide with a structured format for conducting each meeting
 - Which dimension can you compliment?
 - Which dimension could she improve?
 - Choose others from question bank

Sample Questions from Mentor “Question Bank”

- How did you actively engage children when you were leading this activity?
- How did you support and guide children’s interests?
- What did you do to engage children in experimenting?
- What did you say to help children make connections to their own lives?

A Mentor Testimonial:

The teachers really improved immensely in their awareness of and use of open-ended questions and multiple feedback loops. They actually SAW how learning was enhanced and extended because of the way they were interacting and planning.

Another Mentor said:

Already when I make observations in other classrooms I find myself using CAMP Quality phrases. I reflect differently, give feedback differently. I am amazed at the little things that have made changes for the better throughout the year.