

Project Great Start Professional Development Initiative: Changing the Odds

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Principal Investigator: Susan B. Neuman
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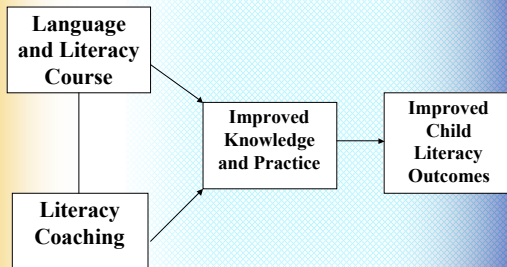
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- Improving language and literacy practices in child care settings *can* improve children's literacy related achievement



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Conceptual Model



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Sample

- Child care providers working with disadvantaged children in four Michigan cities (N=336)
- Center- and home-based settings
- Treatment Conditions:
 - *Course with coaching (N=85)
 - *Course only (N=124)
 - *Control Group (N=127)
- Three to four children per provider (N=509)



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Professional Development: Language and Literacy Course

- Research-based Core Competencies
- Syllabi aligned across courses at all four Community Colleges



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Coaching

- Random assignment
- Trained and supported by Community Colleges using a research-based coaching model
- Up to 8 months of weekly coaching sessions



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Measures: Language and Literacy Practice

- *Early Language and Literacy Classroom Observation (ELLCO) (Smith & Dickinson, 2002)
- *Child/Home Early Language and Literacy Observation (CHELLO) (Neuman, Dwyer, & Koh, in press)
- *Shared Items



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Measures: Child Outcomes

- *Peabody Picture Vocabulary Test (PPVT-III) (Dunn & Dunn, 1997)
- *Woodcock-Johnson III Tests of Achievement (Woodcock, McGrew, & Mather, 2001)
 - Letter-Word Identification
 - Applied Problems
- *Phonological Awareness Literacy Screening Pre-K (PALS) (Invernizzi, Sullivan, Meier, & Swank, 2002)
 - Beginning Sounds Awareness
 - Nursery Rhymes Awareness
- *Concepts of Writing



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Key Research Questions

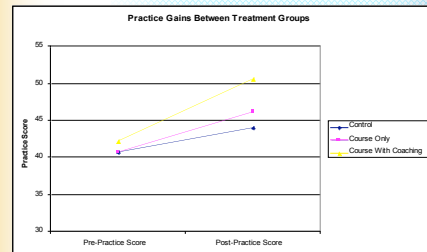


1. Does professional development, in the form of language and literacy coursework and coaching, improve language and literacy practice?
 - a. Is this professional development model equally effective for improving practice in both home-and center-based settings?
2. How does improved practice influence children's achievement?



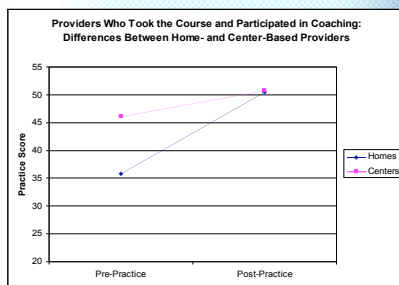
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Is this professional development model equally effective for improving practice in both home-and center-based settings?



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How does improved practice influence children's achievement?

Experiencing larger improvements in practice seems to lead to larger child growth on important outcomes

- PPVT
- Concepts of Writing



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Conclusion

- Coaching matters for improving practice
- Coaching is highly beneficial for home-based providers
- Improvements in practice lead to improvements in children's achievement



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