

Copyright

by

Megan Culbreth Pape

December 2016

FACILITATING PROSOCIAL SKILLS IN EARLY CHILDHOOD CLASSROOMS

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership-Special Populations

by

Megan Culbreth Pape

December 2016

FACILITATING PROSOCIAL SKILLS IN EARLY CHILDHOOD CLASSROOMS

A Doctoral Thesis for the Degree
Doctor of Education
in Professional Leadership-Special Populations

by

Megan Culbreth Pape

Approved by Doctoral Thesis Committee:

Dr. Jacqueline Hawkins, Chairperson

Dr. Kristi Santi, Committee Member

Dr. Kristen Hassett, Committee Member

Dr. Shawn Kent, Committee Member

Dr. Robert McPherson, Dean
College of Education

December 2016

Acknowledgements

As I sit down to write the last portion of this 200-page document, I cannot help but reflect on this lifelong journey that has brought me to this place. As a little girl, I always dreamed of pursuing and obtaining a higher education. As I continued my own educational and life journey, with limited resources and a strategic mind, there is just something I cannot explain about how I have made it here. It is bittersweet. The end of a very long journey, yet the start of a new one. There are many people to thank who have been central in my life, and in this process...

Thank you to Dr. Jacqueline Hawkins, for your support and research. Without you, this opportunity would not have been possible. I am grateful for all of the knowledge and insight you have given me throughout the past two-and-a-half years. Thank you to Dr. Kristi Santi, Dr. Kristen Hassett, and Dr. Shawn Kent for serving on my committee and supporting me throughout this program.

I would like to thank Dr. Chad Rose, Dr. Jessica Reuter, and Dr. Michael Webb, for their encouragement and insight throughout my Master's program. Each of you has contributed to my education and career in a very special way. I cannot thank you enough for your willingness to write a letter of recommendation for me to apply to this doctorate program.

To Johanna, my colleague and friend. Thank you for being understanding, taking the time to listen to me, and really, being my personal counselor throughout this journey. Your time and conversations during the past two-and-a-half years have been some of the best parts. Although this program has brought us together for only a brief moment in time, I look forward to a life-long friendship.

To the rest of the cohort: Elliott, Janeen, Mayan, Betsy, Taylor, Ihsan, and Erick. I want to thank each of you for being a part of this doctoral journey, and contributing in your own way. I will never forget each of you, and each of you has a portion in the memories of this program that I will carry for the rest of my life.

To my mom, whom I love dearly. Thank you for raising me with the mindset to believe that I am very special, have been given a gift, and can achieve anything my heart desires. Although you did not know it at the time, there is research to support this type of mindset. I greatly credit the confidence you have given me to achieving this dream. I love you so much.

To my sister, who has always been there for me. Although we have had our ups-and-downs, and have not always seen eye-to-eye, I have always known I could count on you. I have always known I could turn to you. Thanks for being a big sister, even when it meant taking on responsibilities that were not your own.

To my beautiful daughters, Ava and Emery. The two of you are the lights of my life. You are both unique and special in your own way, and have also greatly sacrificed throughout my educational journey.

Ava-you made finishing my Master's program easy. From your birth to graduation, I never missed a beat. You made night class in this doctorate program easy on me- never crying or asking me why I had to go, and never making me feel guilty. I will never get that time back with you, but I am so glad to be finishing this degree while you are still very young.

Emery-my firecracker. Carrying you during this program was not hard until you decided to come early. Once that day came, there were many times I did not want- and

did not believe- I could finish this program. You have challenged me and made me even stronger than I was before. You have helped me realize how much I can accomplish- even when I feel like I am at my maximum. You have sacrificed so many days and nights with your mom during your first years of life in order for me to live out my dream.

To both of you- I will never be able to tell you how much you mean to me or how much this accomplishment means to me. My only hope is that one day when you are old enough to understand, you will look back on what I have accomplished with you, and be proud that I am your mom. I love you both more than anything in this world. I am so glad that you are here to share in this moment.

Lastly, but most importantly, to my loving husband Ryan. From the time that I met you, you have not only pursued your own dreams, but also been the number one supporter in me achieving my own. This degree would not have been possible without all of the love and encouragement you have given me throughout this process. This would not have been possible without you selflessly watching our children anytime I had class, needed to take a phone call, attend a meeting, or needed complete silence so I could write...and write...and write. You have always put me first, and for that, I can never repay you. In some ways, this accomplishment is one for both of us, and a reflection of the love and commitment that we have for each other. Thank you for being you, and thank you for loving me. I love you so much.

No doubt, this absolutely tops the list as one of the best days in my life. I cannot wait to see what is next.

FACILITATING PROSOCIAL SKILLS IN EARLY CHILDHOOD CLASSROOMS

An Abstract
of a Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership-Special Populations

by

Megan Culbreth Pape

December 2016

Pape, Megan Culbreth. "Facilitating Prosocial Skills in Early Childhood Classrooms."
Unpublished Doctor of Education Thesis, University of Houston, December 2016.

Abstract

As the population increases, more and more children are entering schools at an early age. These young children often begin their formal schooling in one of the various types of early childhood education (ECE) programs, such as public school programs, government programs, private daycares, and nonprofit organizations. Unfortunately, the teachers leading these ECE classrooms often have minimal experience in teaching young children, and often have low knowledge, skills, and confidence in facilitating prosocial skills. Prosocial skills are skills that previous literature has shown are important predictors of social adjustment in school, behavior, and academic achievement in children. The present study investigated the impact professional development (PD) sessions (C³Coaching Academy) had on ECE teachers when trained on how to facilitate prosocial skills in their classrooms. The four areas of prosocial skills targeted include classroom transitions, roles and responsibilities, age-appropriate social skills, and classroom organization. Additionally, the study examined the impact years of experience had on teacher's perceived ability to facilitate prosocial skills in these areas. Participants self-reported their years of experience and perceived impact using the Prekindergarten Summer Academy Awareness Survey. Results indicate when ECE teachers engage in effective PD to facilitate prosocial skills, their knowledge, skills and confidence are impacted in a positive manner. Results also show that effective PD for ECE teachers impacts knowledge, skills, and confidence overall, regardless of the number of years of experience teaching. A discussion follows that links these findings to research previously

presented. Finally, limitations of the study are presented and recommendations are offered for future research.

Table of Contents

Chapter	Page
I. Introduction	1
National Context	2
State and Local Context	5
Statement of the Problem	7
Purpose of the Study	7
Significance of the Study	8
Research Questions	8
Definition of Terms	8
II. Review of the Literature	12
Importance of Prosocial Skills in Young Children	12
Social Exchanges, Bonds, and Attachment Patterns at Home	13
Attachment Patterns and Prosocial Skills	14
Significance of the Research	16
Prosocial Behaviors in Preschool Age Children	17
Need for Prosocial Skills in Young Children	18
Low Socio-Economic Status	19
Emotions and Academic Achievement	21
Self-Regulation and Behavioral Self-Control	23
Significance of Facilitating Prosocial Skills	24
Play and Learning	24
Educators as Facilitators	26
Opportunities to Facilitate Prosocial Skills	28
Transitions	28
Facilitating Transitions in Classrooms	30
Roles and Responsibilities	30
Facilitating Roles and Responsibilities	31
Age-appropriate Social Skills	32
Facilitating Age-appropriate Social Skills	34
Environments and Organization	35
Facilitating Organization in Classrooms	36
Policy, Laws and Guidelines	37
National Policy: NCLB and IDEA	38
Texas State Standards and Guidelines	39
Organization: National Association for the Education of Young Children (NAEYC)	41
Need for Policy in Teacher Qualifications and Credentials	42
Instruction for Adults	42
Experiential and Authentic Learning	43
Experiential Learning for Educators	43
Self-Directed Learning	44
Self-Directed Learning for Educators	47
Professional Development for Educators	48
Instruction, Coaching and Consultation	50

Conclusions and Discussion for Practitioners.....	53
Knowledge, Skills, & Confidence	54
Final Conclusions.....	55
III. Method.....	56
Overview.....	56
Professional Development Training	57
Sample.....	57
Instrument	60
Data Analysis	62
Phase one.....	62
Phase two.....	63
IV. Results.....	65
Overview.....	65
Purpose and Analysis of Research Questions.....	65
Phase One: Survey Results of Perceived Impact on Knowledge, Skills, and Confidence.....	66
Results of Perceived Impact on Facilitating Transitions	67
Results of Perceived Impact on Facilitating Roles and Responsibilities.....	71
Results of Perceived Impact on Facilitating Age-Appropriate Social Skills.....	75
Results of Perceived Impact on Facilitating Classroom Organization	80
Results of Prosocial Skills Means Analyses.....	85
Overall Impact on Knowledge, Skills, and Confidence.....	88
Phase Two: Survey Results of the Impact on Years of Experience Related to PD	89
Knowledge Means	90
Knowledge ANOVA.....	91
Skills Means.....	93
Skills ANOVA	95
Confidence Means	98
Confidence ANOVA.....	99
Overall Analyses by Experience Level: Average Prosocial Skills Responses	101
Average Prosocial Skills Responses ANOVA.....	102
Overall Analyses by Experience Level: Average Response to Confidence Responses	103
Average Response to Confidence Responses ANOVA.....	104
V. Discussion	106
Overview.....	106
Phase One: Perceived Impact on Knowledge, Skills, and Confidence.....	107
Transition Item Responses.....	107
Roles and Responsibilities Item Responses.....	108
Age-Appropriate Social Skills Item Responses.....	109
Classroom Organization Item Responses	110
Overall Means Analyses	111
Phase Two: Impact on Years of Experience Related to PD.....	112
Knowledge and Experience	113
Skills and Experience.....	114
Confidence and Experience	115
Overall Means Analyses: Prosocial Skills and Confidence Related to Experience....	116

Limitations and Future Research	118
VI. Action Plan	121
Overview.....	121
Context Analysis: Background	122
Focus	123
Campus Population	123
General Population.....	123
Special Education.....	124
Prekindergarten.....	124
Economically Disadvantaged, ELL, and At-Risk.....	125
Campus Data.....	125
Texas Academic Performance Report (2013-2014)	125
TEA 2015 Accountability Summary	127
Need for Research in the Organization.....	128
Special Education.....	128
Prekindergarten and English Language Learners	129
Economically Disadvantaged and At- Risk	130
Campus Data and TAPR.....	131
Summary of Context Analysis	131
Action Plan: Professional Development.....	132
Participants.....	132
Teaching Experience and Certifications	132
Content Areas and Students Taught.....	133
PD Requirements and Opportunities for Participants.....	133
Rapport Among Participants.....	134
Action Plan Phases.....	135
Action Plan Phase I.....	136
Building Rapport with Participants.....	136
Rapport and Content Knowledge Building.....	137
Action Plan Phase II.....	139
PD Sessions.....	139
PD Content.....	141
PD agenda.....	142
PD delivery.....	142
PD on classroom transitions.....	143
PD handout.....	152
PD evaluation.....	154
PD results.....	155
PD assessment (formative).....	156
Action Plan Phase III	157
Content in to Practice.....	157
Teacher Support and Coaching.....	157
Implementation at the Campus Level (Classrooms).....	158
PD Content Reinforcement.....	158
References.....	159
Appendix A Frequency Distribution for Transition Response Items	172

Appendix B Frequency Distribution for Roles and Responsibilities Response Items....	174
Appendix C Frequency Distribution for Social Skills Items	176
Appendix D Frequency Distribution for Organization Items	178
Appendix E Frequency Distribution for Prosocial Skills Means.....	181

List of Tables

Table	Page
1. Five Categories of Prosocial Behavior	18
2. Five Ways to Facilitate Roles and Responsibilities in the Preschool Classroom	32
3. Suggestions for Preschool Teachers to Facilitate Age-Appropriate Social Skills	34
4. Ten Questions for Teachers to Assist in Organizing the Learning Environment	37
5. Eligibility for Prekindergarten in Texas Public Schools.....	40
6. Teachers Perceived Motives to Engage in Self-Directed Learning for PD	46
7. Participant Gender Breakdown	58
8. Mean and Standard Deviation of Participant Experience	58
9. Ranges of Experience	59
10. Participant Classroom Types and Percentages	59
11. Prosocial Skill Areas, Item Numbers, & Sample Questions from Survey.....	61
12. Means, Minimum and Maximum Values, & Standard Deviations for Transition Items	68
13. Means, Minimum and Maximum Values, & Standard Deviations for Roles and Responsibilities Items	72
14. Means, Minimum and Maximum Values, & Standard Deviations for Social Skills Items.....	76
15. Means, Minimum and Maximum Values, & Standard Deviations for Organization Items.....	80
16. Means, Minimum and Maximum Values, & Standard Deviations for Average Response to Prosocial Skills Responses on the Survey	86
17. Mean Response to Knowledge Items by Experience Level.....	90
18. Results of ANOVA: Knowledge and Experience Level.....	92
19. Effect Size for Knowledge ANOVAs.....	93
20. Mean Response to Skills Items by Experience Level.....	94
21. Results of ANOVA: Skills and Experience Level.....	96
22. Effect Size for Skills ANOVAs	97
23. Mean Response to Confidence Items by Experience Level.....	98
24. Results of ANOVA: Confidence and Experience Level.....	99
25. Effect Size for Confidence ANOVAs.....	100
26. Descriptive Statistics for Overall Prosocial Skills Responses by Experience Level	101
27. Results of ANOVA: Average Prosocial Skills Response and Experience Level	102
28. Effect Size for Average Response to Prosocial Skills Responses ANOVA.....	102
29. Descriptive Statistics for Overall Confidence Responses by Experience Level.....	103
30. Results of ANOVA: Average Confidence Response and Experience Level.....	104
31. Effect Size for Average Response to Prosocial Skills Confidence Responses ANOVA	104
32. Math Percent Passing.....	126
33. Reading Percent Passing.....	126
34. Teacher Experience and Certifications	132
35. Action Plan Timeline	136
36. Rapport Building Timeline	139

37. Lunch Breakout Group Sample 152

List of Figures

Figure	Page
1. Frequency distribution for response to item on increasing knowledge on the importance of incorporating transition activities in to ECE classrooms.....	69
2. Frequency distribution for response to item on acquiring the skills to improve transitions for young children.	70
3. Frequency distribution for response to item on overall confidence facilitating transitions in ECE classrooms.....	71
4. Frequency distribution for response to item on increasing knowledge on the importance of providing students with roles and responsibilities.....	73
5. Frequency distribution for response to item on learning a variety of skills in the area of roles and responsibilities to implement in the classroom.	74
6. Frequency distribution for response to item on overall confidence teaching roles and responsibilities in ECE classrooms.	74
7. Frequency distribution for response to item on increasing knowledge about age-appropriate social skills.....	77
8. Frequency distribution for response to item on acquiring the skills to assess social skills of students.....	77
9. Frequency distribution for response to item on acquiring the skills to remediate social skills difficulties of students.	78
10. Frequency distribution for response to item on overall confidence teaching age-appropriate social skills in ECE classrooms.	78
11. Frequency distribution for response to item on increasing knowledge about the importance of classroom organization.	81
12. Frequency distribution for response to item on acquiring the skills to improve classroom organization.	82
13. Frequency distribution for response to item on acquiring the skills to assess classroom organization.	82
14. Frequency distribution for response to item on acquiring the skills to remediate classroom organizational problems.....	83
15. Frequency distribution for overall confidence in facilitating classroom organization.....	83
16. Frequency distribution for the average response to prosocial skills responses on the survey.....	87
17. Frequency distribution for the average response to prosocial skills confidence responses on the survey.....	88
18. Ethnic distribution.....	123
19. TEA accountability summary.....	127
20. Special education population.....	128
21. 2013-2014 & 2015 economic breakdown.....	130

Chapter I

Introduction

To make progress in today's society, young children need to develop a range of abilities, including academic and prosocial skills. Prosocial skill development requires much cognitive, social and emotional proficiency, and these skills are an important indicator of later academic success in children (Foulks & Morrow, 1989; Wentzel, 1991). Due to this, prosocial skills in young children have even been deemed "academic survival skills" (Foulks & Morrow, 1989). A few of these voluntary behaviors include empathy for others, sharing, compromise, positive engagements and exchanges, communicating effectively, and regulating hostile or angry behavior (Hyson & Taylor, 2011; Foulks & Morrow, 1989). While children in general can develop these skills at home, children exposed to chronic economic, social, and psychological stressors are more likely to experience poor social, emotional, and cognitive outcomes (Raver & Knitze, 2002). This is often true of children raised in low socio-economic situations (Fantuzzo, Bulotsky-Shearer, Fusco, & McWayne, 2005). When children fail to develop the skills at home, they enter early childhood education (ECE) programs lacking the prosocial skills necessary to deal with the demands of the environments they encounter, the social demands required of them, and the schedule with which they are faced.

Compounding this challenge facing children from disadvantaged backgrounds is the reality that many ECE learning environments are provided through low quality programs with inexperienced teachers (National Association for the Education of Young Children, n.d.). Low quality programs, which have been associated with providing young children limited instruction, classroom environments, and experiences that improve academic and prosocial skills (LoCasale-Crouch et al., 2007); these programs also contain the largest number of students from

disadvantaged backgrounds (LoCasale-Crouch et al., 2007). On the other hand, high quality ECE programs have been connected to consistent social, emotional, and instructional support for young children, as well as teachers with experience in preschool classrooms (LoCasale-Crouch et al., 2007). In order to provide more children with quality experiences in ECE programs, teachers need to further develop knowledge and skills in developmental areas for young children, including prosocial skills; this can be done through effective professional development (PD).

Effective PD provides teachers with research-based practices (including curriculum and teaching strategies) to increase their knowledge and skills. Through workshops and coaching, effective PD has been shown to have a significant impact on preschool teachers, preschool students, and classroom quality (Bierman et al., 2008; Yoshikawa et al., 2015). Specifically, effective PD has positively impacted the ECE setting overall in the following ways: providing more emotional and instructional support for preschool teachers, encouraging higher levels of prosocial and academic gains in children, and strengthening organization in ECE classrooms (Bierman et al., 2008; Yoshikawa et al., 2015). Based on this information, this project focuses specifically on the extent to which PD opportunities impact ECE teachers' knowledge, skills, and confidence to support children in the prosocial area.

National Context

Academic skills are the focus of today's public schools, particularly in kindergarten through twelfth grade; teachers spend their days teaching children content-related material in areas such as reading, writing, math, science, and social studies. This is reinforced through many national requirements such as No Child Left Behind (NCLB), which hold schools accountable and sets standards for student learning in academic areas (Dee & Jacob, 2011). NCLB does not, however, regulate standards for the development of skills in preschool children, and this includes

the development of prosocial skills. As a result, ECE teachers often do not focus on the development of these skills in young children. This is problematic, as national mandates, such as NCLB have a “trickle down” effect where academic rigor and skills that are needed in primary grades extend all the way to preschool (Stipek, 2006). Therefore, young children need to develop many skills, including prosocial skills, to meet the academic, social, and behavioral demands that will be placed on them as they continue through the grades (McCabe & Altamura, 2011).

Four areas that teachers can target in ECE classrooms to promote prosocial skills include classroom transitions, giving children roles and responsibilities, teaching age-appropriate social skills, and classroom organization (Fernie, Davies, McMurray, & Kantor, 1993; Isbell, n.d.; Preusse, n.d.; Vitiello, Booren, Downer, & Williford, 2012). These four areas can assist young children by developing communication, interaction with others, behavior control, and self-regulation (McCabe & Altamura, 2011; Fantuzzo et al., 2005). Additionally, the development of these skills supports academic learning (Coolahan, Fantuzzo, Mendez, & McDermott, 2000). Therefore, when teachers provide opportunities for young children to develop in prosocial areas, children grow socially and are more prepared for the academic learning they will face moving forward (Ashdown & Bernard, 2012). Despite this, many ECE teachers often have limited credentials, minimal teaching experience, and low knowledge and skills of the content that will promote prosocial skill development. Therefore, ECE teachers often do not possess the knowledge, skills, and confidence needed facilitate prosocial skills in young children. This creates a need to provide effective PD to ECE teachers to facilitate prosocial skills in young children. However, the dilemma in effectively facilitating prosocial skills in these areas is whether or not to train all ECE teachers or just a subset of teachers.

National policy attempts to regulate teacher quality through passage of law, such as the NCLB act. This act has called for schools to hire “highly qualified” teachers (No Child Left Behind Act, 2002). Educators meet “highly qualified” status by having knowledge and skills of the content area they are teaching (including researched-based practices), holding a state certification, and holding a bachelor’s degree (No Child Left Behind Act, 2002). However, this policy only applies to public school grades prekindergarten through twelfth, and, therefore, does not extend to all ECE programs. The result is that a majority of ECE programs in the United States often have mediocre learning environments and low quality teachers (LoCasale-Crouch et al., 2007). Along with these minimal requirements for educators to begin teaching in the ECE field is the reality of very high teacher turnover in these settings. High teacher turnover results in new and inexperienced teachers in classrooms year after year (Ingersoll, Merrill, & Stuckey, 2014).

More and more teachers are entering the field and often have minimal experience (Ingersoll et al., 2014). In 2012 Richard Ingersoll published an article that displayed “the best national data available” of the teaching force over time. He found that the teaching force more than tripled over a 20-year period. In 1988 there were 65,000 first year teachers but by 2008 this number had grown to more than 200,000. Additionally, he found over this period there was an increase in new teachers and a decrease in experienced teachers; in 1988 the average teacher had 15 years’ experience, yet the average teacher by 2008 was in the first year of teaching. These numbers indicate that over time teachers have not stayed in the teaching field as long as they used to. In another study, Ingersoll et al. (2014) found that from 1988 to 2008 the annual attrition rate for the teaching force rose overall by 41%, and reported that the schools that see the highest rates are high-poverty, high-minority, urban, and rural public schools. When new teachers

continue to enter the field, and veteran teachers leave, the result is an educator force with minimal experience. These findings are consistent with the challenges facing not only the ECE system today, but also ECE teachers and the young, disadvantaged children who are served in these programs.

In order to combat these challenges that ECE programs are facing, teachers need more experience, knowledge, and skills to be better prepared to teach children in ECE settings. This is particularly true because ECE teachers feel difficult behavior in preschool classrooms is at the top of the list for challenges they face when teaching, and it is the number one area they feel least prepared to facilitate (IRIS Center, n.d). In his 2012 study, Ingersoll found a connection between teacher attrition and the support received by beginning teachers. Specifically, he found when new teachers receive minimal support throughout the first few years of teaching they often leave the field; the more extensive the support received by new teachers, the more likely they were to remain teaching. Considering these findings, it is clear there is a need to provide ECE teachers with learning experiences and training overall. These teachers need training that improves their management of classrooms, and strengthens their abilities to create environments that encourage and facilitate academic and social-emotional learning (Evertson & Weinstein, 2006). Social-emotional learning teaches children how to function socially and emotionally within a classroom (Funk, n.d.). Children will develop in these areas when teachers facilitate prosocial behavior by providing classroom transitions, giving them roles and responsibilities, teaching age-appropriate social skills, and helping them negotiate their environments.

State and Local Context

In Texas, as the population rises (Mackun & Wilson, 2011), the state is faced with a rising number of children entering schools (Ryon et al., 2016). Another challenge is that the

majority of students enrolled in the Texas public school system come from low socio-economic backgrounds. The 2014-2015 Texas Academic Performance Report (TAPR) indicates that 52% of students in the Texas public school system were Hispanic, while only 12.6% were African American and 28.9% Caucasian. There were 58.8% reported to be economically disadvantaged, according to the 2014-2015 TAPR, and 51.2% were considered “at risk.” These are staggering numbers that reinforce that children in Texas need quality learning experiences, teachers, and environments.

At a local level, this need is no different. The Center for Houston’s Future (2012) gathered data in a community indicator report for ECE on the surrounding eight counties of the Houston region. The data found that a majority of the 551,405 young children (0-5 years old) in the greater Houston area are taken care of by someone outside of the home. Additionally, it was noted that many families served by ECE system do not have access to quality programs with teachers who hold a Texas educator credential. A few of the ECE programs in the Houston region include the following: public school programs (prekindergarten), government programs (Head Start), private daycare centers (Kids R Kids), and nonprofit organizations (YMCA). In each of these settings the credentials required to be a teacher vary, and the difference in credentials can be significant. The highest requirement for an ECE teacher is a public school early childhood educator –requiring a Bachelor’s degree and Texas’ State Educator Certification (Texas Education Agency, n.d.). Though, in many of the other care settings noted, teachers required knowledge and experience are often low due to Texas’ minimal ECE standards outside the public school system. For example, the private daycare center Kids R Kids Learning Academy lists the requirements to be an ECE teacher as a high school diploma or general education diploma (GED) (“Employment,” n.d.). Furthermore, analysis of ECE teacher quality

in the Houston region shows that only 35% of childcare facilities and programs, which serve two-thirds of children in the ECE system, had teachers that received an “excellent” rating (Center for Houston’s Future, 2012). This means over half of the centers (65%) did not achieve the highest rating.

Statement of the Problem

Clearly in the first half of the 21st century, ECE teachers need to respond to an increasing number of children, often from disadvantaged backgrounds, whom they must prepare for the future. Students often receive instruction related to academic content areas. Little emphasis is placed on prosocial skills, particularly in low-quality ECE programs, even though these skills influence communication, behavior control, and academic achievement in children (LoCasale-Crouch et al., 2007). These needs are contextualized in current classrooms, which are often led by teachers with little knowledge, skills, and experience in ECE settings. New teachers are often not prepared to successfully manage classrooms, and therefore need effective PD to provide them with the knowledge and skills to take on this challenge (Oliver & Reschly, 2007).

Therefore, to provide more children with quality experiences in ECE programs, the problem of ECE teachers’ low knowledge and skills must be addressed through effective PD. Unfortunately, PD does not impact all educators equally. Many variables must be taken in to account when determining how PD will influence educators; some of these variables include teaching experience, quality of PD, motivation for transferring the skills to the classroom, and one’s own perceived knowledge, skills, and confidence in their ability to teach the content.

Purpose of the Study

The purpose of this study is to analyze the impact of PD sessions provided to ECE teachers in the areas of transitions, facilitating roles and responsibilities, and teaching age-

appropriate social skills, and classroom organization. The study utilizes a teacher self-report survey to identify both the impact of PD on teacher knowledge, skills, and confidence in teaching prosocial skills in these four areas for children in the early childhood classrooms and any differential impact based on teacher experience.

Significance of the Study

This study details an analysis of the impact that research-based PD for ECE teachers can have in promoting prosocial behavior in young children and any other advantages related to teacher experience. The lessons learned from the current study, including the measurement tool used for data collection (survey), will be used to create an action plan for use in a current public Texas school that supports the needs of young children in the area of prosocial skill development.

Research Questions

1. To what extent does PD training impact teachers' knowledge, skills, and confidence to facilitate prosocial skills in their classrooms for early childhood age children?
2. To what extent does experience impact teacher's knowledge, skills, and confidence when they engage in PD to implement prosocial skills in early childhood classrooms?

Definition of Terms

To create an understandable dialogue of vocabulary associated with this study, the definition of terms below describes applicable concepts and key words used throughout the following literature review, subsequent study and action plan.

Prosocial Behavior & Skills-These are behaviors and skills that allow a child to interact with teachers, peers, and others in a positive, effective, and age-appropriate way. These voluntary behaviors should be beneficial to one, the other, or both parties involved. These skills

also allow children to perceive a situation and be aware when a particular set of behaviors will result in positive outcomes (Preusse, n.d.).

Social-Emotional Learning-A process where children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016).

Early Childhood Education (ECE)-High quality learning that promotes kindergarten school readiness for Texas children. Children specifically targeted for early childhood education in Texas include students from disadvantaged backgrounds (economically disadvantaged, students with disabilities, and English language learners) (TEA Early Childhood Education in Texas, n.d.).

Economically Disadvantaged- A label for students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (Texas Education Agency, 2007).

“At-Risk”-A student who is at risk of dropping out of school for various reasons, some of which include: is in prekindergarten, kindergarten or grade 1,2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current year, was not advanced from one grade level to the next for one or more school years, or is limited English proficient (Public Education Information Management System, 2010).

Attachment Patterns- The bond and connection between two people that is the source for the relationship. These bonds (or lack of) begin being formed for children at a very young age, usually starting with parents or in the home at infancy (Preusse, n.d.).

Self-Regulation –Internal processes where children independently regulate and control their own behavior, which includes responding to their environments (Florez, 2011).

NCLB- An acronym for No Child Left Behind. This law was a reauthorization to the Elementary and Secondary Education act of 1965. NCLB aims to close the achievement gap between groups of students through greater accountability and increased flexibility and choice (TEA: NCLB and ESEA, n.d.).

IDEA- An acronym for the Individuals with Disabilities Education Act. This is a law that ensures special education services to children with disabilities from birth to age 21. This law governs how states and public agencies provide early intervention, special education and related services to eligible children (U.S Department of Education, n.d.).

TEKS- An acronym for Texas Essential Knowledge and Skills. These are the Texas state standards for what students should know and be able to do (Texas Essential Knowledge and Skills, n.d.).

NAEYC- National Association for the Education of Young Children. This organization works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy and research (About NAEYC, n.d.).

TAPR- Texas Academic Performance Report. These reports pull together a wide range of information on performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics (TEA Texas Academic Performance Reports, n.d.).

ELL- An acronym for English Language Learner. This is a student who has limited proficiency in the English language, and who can also be referred to as a LEP (Limited English

Proficient) student. This is a student whose first language is not English and whose English language skills are at a level where the student has trouble completing ordinary classwork in English (Education Code Chapter 29. Educational Programs, 1995).

Chapter II

Review of the Literature

Importance of Prosocial Skills in Young Children

Twenty-first century schools require much more of children today than ever before. According to Stipek (2006), particularly in the younger classrooms, children are now expected to know and do more. As children enter primary grades, the expectations placed upon them require them to learn more at a quicker pace as compared to thirty, twenty or even ten years ago (Stipek, 2006). Because of this, children need to enter school with many of the skills that will positively impact their learning. One way to prepare children for these demands is to provide them with appropriate opportunities to develop in preschool programs; this includes growing their prosocial skills.

A growing body of research suggests the benefits of developing prosocial behaviors in young children are far greater than what appears on the surface. Often, children at risk, such as children from low socio-economic upbringings, are faced with challenges based on circumstances beyond their control. These children also often come in to schools underprepared from the home setting, which is why it is critical that school teachers and staff be equipped to help children develop prosocial skills. Research suggests that children will face difficulties with social adjustment in school, academic achievement, and behavior problems if they do not develop social-emotional competence (McCabe & Altamura, 2011). This is especially true for children who come from disadvantaged backgrounds, as their lower cognitive levels often impact other areas of performance and development (Stipek & Ryan, 1997). This is significant as it underpins the consequences that children will face their schooling careers-and later on in life- if ECE teachers do not promote prosocial skills at a young age.

The development of prosocial skills is continuous, and incorporates many facets. These facets can include social exchanges, communication, attachment patterns, peer relationships, emotions, self-regulation, and behavior control. The following literature review outlines these aspects of prosocial skill development and describes why it is critical that students be provided opportunities to develop these skills through teacher facilitation.

Social Exchanges, Bonds, and Attachment Patterns at Home

In today's public schools, ECE teachers are faced with educating students who come from diverse backgrounds and who come to school with varying social abilities. As young children begin attending schools, there is a need for them to attend to instruction, interact with others, and engage in the learning environment. Though, often times, the children coming in to schools are underprepared and lack the prosocial skills necessary meet these school demands. Unfortunately, these shortcomings also often begin at home. Wismer Fries, Ziegler, Kurian, Jacoris, and Pollak (2005) have found that early social attachments between children and their caregivers impact young children's ability to form social bonds later on. On the other hand, insecure attachment patterns have been linked to increased hostile-aggressive behavior in preschool age children, particularly for children from at-risk or low socio-economic backgrounds (Lyons-Ruth, Alpern, & Repacholi, 1993). In the home setting, parents influence young children in many ways. "Parents promote routines, habits, and rituals for the family that reflect and embed many in-group expectations and norms" (Grusec & Davidov, 2010, p.698). According to Wismer Fries et al. (2005), the extent to which a young child is able to create and maintain social relationships depends on social bonds one experiences from caregivers in infancy; these researchers further asserted that these early attachment patterns with caregivers shape how one's emotions and regulatory processes are trained for future engagements with others.

It is important that kids develop secure attachment patterns at home early on, as secure attachment patterns in young children have been associated with better self-regulation in the school setting (Drake, Belsky, & Pasco Fearon, 2014). Isbell (n.d.) also maintains the significance of young children being secure, as they are more likely to investigate their environments, try new things, and express their ideas. Specifically, healthy and secure attachment patterns must be formed between caregivers and young children prior to entering the school environment; these bonds ultimately impact many of the prosocial skills these young children need to develop for success in the school setting. These connections also begin shaping the child emotionally, and provide a foundation for the social relationships young children will need to build in their ECE classrooms.

Attachment Patterns and Prosocial Skills

Secure attachment patterns have been associated with better peer relationships in preschool, particularly for female children (LaFreniere & Sroufe, 1985). LaFreniere and Sroufe (1985) examined how early attachment patterns created by caregivers were related to social relationships between peers in preschool. The participants consisted of forty students in two different preschool classes. Children selected were pooled from a larger sample. The primary selection criterion was based on the child's attachment history with the child's mother during infancy; the attachment patterns were categorized by the researchers as "secure," "anxious-avoidant," and "anxious-resistant." The children were observed during periods of "free play;" this was done repeatedly throughout one school year. Specifically, this was done in the classroom, gym, and on the playground with a team of nine researchers. Specific training was used for the researchers to ensure reliability and observer agreement. Behavioral data was gathered and students were observed from a partitioned booth where the researchers could not be

seen; this allowed for data to be gathered as unobtrusively as possible. Additionally, to supplement the behavioral data, ratings were gathered from teachers on social competence after the final session for each class.

In this study, LaFreniere and Sroufe (1985) looked at five areas of peer relationships (social competence, socio-metric status, social participation, attention structure, and social dominance) in relation to the three identified attachment pattern groups. The researchers found overall differences between each of the three groups. Whole sample groups comprised of both males and females yielded the following: considerably higher social competence and socio-metric status for secure children as compared to anxious-avoidant and anxious-resistant groups; anxious-resistant children were considerably lower in social participation and social dominance than the other two groups. When the researchers further analyzed the results in terms of gender, secure attachment patterns were found to be significantly important for girls. Specifically, LaFreniere and Sroufe indicated secure attachment patterns were almost exclusively consistent with girls being more socially outgoing, having mainly positive interactions and engagements with peers, and receiving a large amount of attention from classmates. Secure girls “were viewed by their teachers as much more socially competent than either anxiously attached girls or securely or anxiously attached boys” (LaFreniere & Sroufe, 1985, p. 67). Additionally, girls with secure attachment patterns had a more successful transition in regards to the preschool social environment than the other two groups of girls with less secure attachment patterns. In terms of the male gender, overall analysis for all five socialization areas among the three attachment pattern groups was found not to be significantly different.

Attachment patterns in early life have also been found to influence self-regulation skills including social self-control and attentional impulsivity (Drake et al., 2014). These are essential

skills needed for formal learning, especially for engaging in the learning environment. This is especially true for young children, who often have less self-control and shorter attention spans. Drake et al. measured attachment security for children at ages 15 months and 36 months; after this, they gathered data on self-regulation skills in first through fifth grade. The researchers found that teachers reported children with secure attachment patterns to have significantly better social self-control as compared to children with insecure attachment patterns. In this study, social self-control consisted of a child being able to control emotions and behavior in social contexts; a few examples of social self-control included a child responding appropriately to peer pressure, compromising in conflict situations, accepting peer ideas during group activities, and controlling temper in conflict situation with adults. Additionally, the researchers sought to understand the relationship on how attachment security related to classroom engagement. They found that social self-control changed the way children engaged with their learning environments from first to fifth grade and was predicative of achievement in latter grades. Drake et al. ultimately concluded that attachment security is linked to self-regulation skills, which impact and affect school engagement for young children.

Significance of the Research

The studies above suggest social and behavior concerns that are seen in the school environment may be improved by developing appropriate bonds starting in the home setting from a young age. This is important because it demonstrates the need for young children to have and build relationships early on. Specifically, young children need to develop secure attachment patterns with their parents or caregivers. When they do, they come to school more secure in themselves and better prepared to interact with others, self-regulate and engage in their learning environments (Drake et al., 2014; LaFreniere & Sroufe, 1985). Developing these prosocial skills

ultimately affects their learning in subsequent grades (Drake et al., 2014). Therefore, developing attachment patterns (or lack of developing) impacts the prosocial skills those young children have and use when they enter ECE classrooms.

Prosocial Behaviors in Preschool Age Children

The literature that is available is lacking in terms of identifying naturally occurring prosocial behavior in children at different ages (Bergin, Bergin, & French, 1995). This is important because before any adult in the home or school setting can facilitate prosocial interactions in children, it is helpful if they first understand what the research says prosocial interactions are, which skills predict other outcomes such as school readiness, and which are age-appropriate for the student. For example, a middle school counselor would not want to attempt to facilitate prosocial interactions between students using skills that are developmentally appropriate for preschool children, and vice-versa. Therefore, it is important for the research to begin to define and assess prosocial skills differently for different age groups.

Researchers who have looked specifically at prosocial skills for preschool age children have defined these behaviors in different ways. For example, in one study (Lennon & Eisenberg, 1987) researchers describe prosocial behaviors as voluntary behaviors that benefit another. Bergin et al. (1995) have stated, “a prosocial two-year-old is someone who is good at making other people feel good” (p. 84). Babcock, Hartle, and Lamme (1995) identified very specific behaviors through thirty-two kinds of prosocial behavior in preschool children, yet Ramaswamy and Bergin (2009) only acknowledged five categories of prosocial behavior in their study. Although the prosocial behaviors observed, identified, and researched for preschool children tend to overlap, it is important to define specifically what the behaviors entail. This is helpful for both parents and educators when identifying and trying to facilitate prosocial skills for young

children. Table 1 demonstrates an example of how Ramaswamy and Bergin (2009) clearly defined the five categories of prosocial behavior they identified.

Table 1

Five Categories of Prosocial Behavior

Prosocial Behavior	Definition
Helping	Child engages in teaching, explaining, getting/giving an object, or provides assistance with tasks
Sharing	Child engages in offering, showing, allowing use of an object, turn taking, sharing toys & food
Comforts	Child shows physical comfort, questioning, and concern for others in distress, and tries to cheer up another child
Affection	Child displays spontaneous acts of affection (such as hugs and kisses), engages others in activities, and invites others to talk
Cooperation	Child fits into most situations amiably, is a good sport, lets other kids have the best roles in pretend play, is not domineering, accepts others' ideas in play, and compromises in play

Need for Prosocial Skills in Young Children

The development of prosocial skills, including social and emotional skills for preschool age children, is critical to the overall child; when a child fails to develop these skills, it can have long-term implications, including reduced socialization opportunities, rejection, withdrawal, behavior disorder, and difficulty with academics (McCabe & Altamura, 2011). This is especially true for children who come from disadvantaged backgrounds (Raver & Knitze, 2002), such as children from low socio-economic situations and English Language Learners. According to Raver and Knitze, children who come from low socio-economic situations have a higher probability of developing poor social skills; these children may also struggle more with

emotional and behavioral difficulties. Therefore, children who come from disadvantaged backgrounds, or children who exhibit behavior difficulties in the classroom have a greater need for developing prosocial skills (Raver & Knitze, 2002). Additionally, students with disabilities will also face a greater need. A study conducted by Fantuzzo et al. (2005) indicates social-emotional skills in young children to be an important aspect of behavior control and social adjustment in school. Thus, developing prosocial skills in young children will help bridge the gap that many children, especially children from disadvantaged backgrounds, will face as they enter ECE classrooms.

Low Socio-Economic Status

There are many concerns in regards to development and academic performance for disadvantaged children. Children who are raised in low socio-economic situations are at a greater risk for emotional difficulties, behavioral difficulties, lower cognitive levels, and lower academic performance; this is because as they begin attending school, they are already behind in these areas and often do not catch up (Fantuzzo et al., 2005; Stipek & Ryan, 1997).

In their 2002 policy paper, Raver and Knitze aim to summarize research on the significance of early emotional development in young children, including findings that emotional development and learning in the classroom are more interlinked than has previously been believed. The report details data that suggests there is a serious need for interventions in the social-emotional area for children, as well as a compelling need for early intervention, especially for disadvantaged children. Raver and Knitze indicate that children with early risk factors (one being low socio-economic status) predict poor developmental outcomes, which include social, emotional, and academic areas. “Families with low income, in single-parent households, with low levels of education, or low proficiency in English generally have to cope with greater

hardship and more limited access to fewer resources, and their children's odds of doing well are correspondingly, lower" (p. 10). This is important as many of the children entering schools, particularly children who qualify for public ECE programs, come from disadvantaged backgrounds. Raver and Knitze conclude there is a need for change and investment at the policy level to impact the children who are at risk.

Fantuzzo et al. (2005) aimed to look specifically at economically disadvantaged children to examine the effect of early emotional and behavioral problems on social competencies such as emotional regulation, peer play at home, and learning in the school context. The participants for the study were 210 children, ages ranging from 42 to 76 months. The sample consisted of M=52% and F=48%, and 94% of the families had a yearly income that was less than \$12,000. A checklist was used in the fall to collect data from teachers. In the spring, data was collected from teachers based on a rating scale and checklist. During this time, Fantuzzo et al. also used a 32-item rating scale for behavior reporting from caregivers. Individual testing was conducted using a formal, standardized cognitive assessment. Results indicate children with greater inattention or defiant behavior at the start of the school year demonstrated increased levels of unpredictable and negative emotion in the classroom. Students with socially disconnected behavior in the classroom early on had a lower ability to adapt emotionally when interacting with others, and a lower awareness of self or others; these children also demonstrated more disruptive play at home. Fantuzzo et al. also found that children who were more aggressive or inattentive were less cooperative, engaged, and motivated to learn. The researchers concluded that the findings are important, as they show over time that children from disadvantaged backgrounds will not grow out of the difficulties they come to school with, but instead, the problems continue if there is not intervention.

Emotions and Academic Achievement

Prosocial skills are needed in the classroom to engage with teachers and peers; positive engagement with others has been linked to preschool children being more engaged in classroom learning (Coolahan et al., 2000). Therefore, it is important that young children develop appropriate prosocial skills that allow them to control their emotions and appropriately interact with others in the classroom; this is because emotions impact academic achievement. According to Valiente, Swanson, and Eisenberg (2012), research on positive emotions and academic achievement is minimal, but negative emotional control has been shown to affect academic outcomes. In some cases, the relationship between emotions and academic achievement has been deemed to be indirect (Valiente et al., 2012). The result is an impact by emotions inhibiting the cognitive processes needed during learning, such as strategic thinking, memory, or engagement (Valiente et al., 2012). Valiente et al. further assert when students in a learning environment are affected by negative emotions or perceived negative experiences, they are (even if only minimally) cognitively distracted. These negative emotions and cognitive disturbances result in children's mental capacities being disengaged from the learning environment, which ultimately affects the ability to remember, engage, and sustain the attention needed to learn (Valiente et al., 2012).

On the other hand, positive emotions in the school environment positively affect learning as these students are more engaged, participate more, have more self-control and are more motivated. A study conducted by Coolahan et al. (2000) examined the relationship between preschool children's interactions during play and how they related to learning and behavior problems. The sample consisted of 556 children who attended the Head Start program; ages ranged from 44 months to 71 months, with a mean age of 59 months. In this study, 43 teachers

were used to rate the children using the Penn Interactive Peer Play Scale and either the Preschool Learning Behaviors Scale or the Connors Teacher Rating Scale (rates conduct problems, hyperactivity, and inattention/passiveness). Coolahan et al. found that children who were engaged in positive interactive play with peers were actively engaged in learning activities and showed more motivation, more persistence, and a more positive attitude toward learning as compared to less engaged children. Children who were identified as having high disconnected peer play were shown to be inattentive in learning activities and viewed as having low motivation. Lastly, children who were rated as having high amounts of disruptive play were also rated as having more behavioral problems in classroom activities. Coolahan et al. concluded that these findings are consistent with numerous other studies indicating that quality peer interactions affect academic achievement, particularly as children continue through the grades.

Finally, interactions between peers and adults promote other aspects of learning and development, such as vocabulary and emergent literacy skills. Exposure to language, understanding it, and using it allows children to engage with others, comprehend, and take part in the learning environments which they are incorporated into (Bierman et al., 2008). The development of all aspects of prosocial skills, including social skills, emotions, and behavior control is essential in children taking part in their learning environments as it ultimately affects their ability to learn. Over time, this contributes to their academic successes, or failures, and their perceptions of school. The supporting research indicates developing skills in these areas will improve educational outcomes for children, especially when starting at an early age (Ashdown & Bernard, 2012; Valiente et al., 2012).

Self-Regulation and Behavioral Self-Control

Classroom learning for ECE students necessitates self-regulation skills (Neuenschwander, Rothlisberger, Cimeli, & Roebbers, 2012). Although this need may be minimal for young children, self-regulation skills ultimately impact preschool children in the classroom. When young children self-regulate, they are able to control their behavior in the classroom and better perform daily tasks such as learning, playing and interacting with others. Neuenschwander et al. (2012) looked at how aspects of self-regulation skills including effortful control (temperament) and executive functioning (higher order cognitive processing) affected young children's adaption to preschool, and academic performance. Results indicated that these self-regulation skills are important for promoting early learning and affect adjustment for children when transitioning to preschool. Specifically, when using behavioral measures, effortful control was significantly linked to school transition; when using parent report methodology, effortful control impacted grades and learning-related behavior. Executive functions were highly predicative of performance on standardized achievement tests equally for both math and reading/writing. Additionally, Neuenschwander et al. concluded that self-regulation in the form of executive functions allows young children to stay on task even when they become tired, distracted or lose motivation.

Lastly, the study detailed for low socio-economic status (conducted by Fantuzzo et al. in 2005), also indicates self-regulation and behavior control are skills young children need to be successful in the school setting. Again, the researchers looked specifically at the relationship between classroom behavioral adjustment problems and social-emotional competencies in preschool age children; this was done over the course of a school year in both the home and school settings. Findings by Fantuzzo et al. contend that children who demonstrated less self-

regulatory behaviors (inattentive or oppositional) at the beginning of the school year showed more unpredictable and negative emotion, less emotional engagement, and lower ability to adapt emotionally at the end of the year. Additionally, when children had difficulty adjusting to the classroom social environment and exhibited hyperactive, inattentive or oppositional behaviors, they also displayed disruptive behaviors in the home setting. Lastly, Fantuzzo et al. found that children who had difficulty controlling behavior during socialization or academic times at the beginning of the year exhibited lower abilities to engage in and attend to learning in the school environment.

Significance of Facilitating Prosocial Skills

Understanding prosocial behaviors for preschool age children and the implications when a child fails to develop these skills raises the question of how to address the problem. Based on the aforementioned literature, it is imperative that children develop appropriate prosocial skills at a young age and are able to use them effectively in their daily routines. When young children do not have opportunities to develop these skills at home, ECE teachers must step in to fill the void. Therefore, teachers must help young children develop prosocial skills through facilitation in the classroom. This can be done through classroom transitions, giving children roles and responsibilities, teaching age-appropriate social skills, and organizing the learning environment. Since young children often learn through play, teachers must not only facilitate these skills through structured learning experiences but also through unstructured time, including play.

Play and Learning

Play and learning have many relationships. “Play teaches children about themselves, others, rules, consequences, and how things go together or come apart” (Klein, 2009, para. 2). Glascott Burriss and Tsao (2002) support the view that play and learning are particularly

important to child development at the preschool level, as they have been theorized to help children express emotions, develop self-esteem, evolve cognitive processes, and allow for socialization opportunities. Early theorists have noted that play even reinforces skills needed in adulthood by allowing children to practice (or mimic) through play the skills that adults perform (Glascott Burriss & Tsao, 2002). For example, through a play center children can pretend to cook or clean which allows them to practice adulthood tasks. Allowing children to explore and express themselves through play also develops a security within child, such as having emotions and expressing them is safe (Klein, 2009). Connolly and Doyle (1984) found that children who engaged in more complex fantasy play, or took on more roles during pretend play, were rated higher by their teachers in the social competence areas of: peer social skills, popularity, affective role taking, and a behavioral summary score demonstrating positive social activity; therefore, in this study, children who often took part in social fantasy play were found to have more proficient social skills than their peers. Given this information, play and social skills are also closely related, and, unless playing in isolation, require some form of interaction with others. This means the development of prosocial skills for young children impacts other areas of overall development, as these skills are needed for learning through play.

The relation of play and development has been researched in many different ways. Dunn and Herwig (1992) examined social-cognitive play and how it was linked to preschool children's cognitive functioning, specifically for convergent and divergent thinking. For this study, Dunn and Herwig identified convergent thinking to be when a child identified a single, exclusive solution to a given problem; divergent thinking was when a child identified multiple answers to a given problem. The participants were 34 children (M=20, F=14), who attended preschool for the full day. The children were selected from two similar day cares; the ages ranged from 3-5 years

old with the mean age being 47 months. Children were assessed during two individual testing sessions for convergent and divergent thinking. The Stanford-Binet Intelligence Scale was used for convergent; the Torrance's Thinking Creatively in Action and Movement test was used for divergent, and the researchers also tested divergent thinking with an additional task. As a supplement, play behaviors were also observed during morning free play at the daycare center, and during this time, children were observed in random order. Dunn & Herwig found intelligence and solitary play (in terms of social skills and development) had an inverse relationship, where lower levels of intelligence were associated with solitary play and higher levels of intelligence were linked to sociable play. Additionally, children who engaged in a large amount of nonsocial activity were found to score lower on the convergent thinking measure and lower on the divergent thinking measure. The investigators concluded that results between nonsocial play and cognitive development indicate isolation does not allow for engagement with others that may facilitate growth and learning. A further conclusion indicates that high levels of nonsocial play and behaviors may warrant a need for adult intervention to facilitate social skills and cognitive development. Overall, this study is important to play and learning, as it demonstrates that children learn and grow cognitively when they are playing and engaging with others. It also demonstrates that social play allows children the experiences and opportunities they need to not only gain prosocial skills but also cognitive and thinking skills.

Educators as Facilitators

When educators become facilitators, they are guiding the learning of children. With this in mind, teacher facilitation of prosocial skills is an important component in the development of children; facilitation includes how teachers assist their students in gaining prosocial skills through classroom experiences (Hyson & Taylor, 2011). Educators often facilitate learning in

academic areas; however, less focus is made on prosocial skills. “Classroom management has two distinct purposes: it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students’ social and moral growth” (Evertson & Weinstein, 2011, p. 4). Extra efforts should be made by ECE teachers, particularly of at-risk children, to grow and develop prosocial skills. This is because research has shown the positive impacts of explicitly teaching students such skills, specifically in the social-emotional area, in early childhood grades (Ashdown & Bernard, 2012; Bierman et al., 2008). ECE teachers can help support children develop these skills by delivering content through effective instruction.

According to Sadowski (2006), teachers need a sound knowledge base on the many aspects of teaching young children in order to provide effective instruction. Organizations such as the National Board for Professional Teaching Standards (NBPTS) and the National Association for the Education of Young Children (NAEYC) have standards focused on teaching young children. Ten areas of core knowledge for teaching young children derived from these standards include the following: knowledge of child development, techniques for educating diverse children, evaluation of students through many methods, organization of learning environments, curriculum design that helps children make connections, use of resources and technologies that is effective for young children, professional collaboration and development, time to reflect to improve teaching, and vertical alignment (Sadowski, 2006). When teachers have knowledge and use teaching methods that encompass “the whole landscape of learning,” they are using developmentally appropriate practices (DAP) (Brown & Mowry, 2015). McKenzie (2013) found that ECE teachers who have knowledge of the content they are teaching and who hold a national board certification, perceive that they incorporate more DAP than

teachers who do not hold a certification (McKenzie, 2013). This is important as it shows quality, knowledge, and experience impact ECE teacher's perceived ability to implement DAP in the classroom; these practices ultimately affect what children are taught and how they develop based on classroom experiences.

Opportunities to Facilitate Prosocial Skills

Four areas that have been identified in the research to promote prosocial skills in young children include classroom transitions, giving roles and responsibilities, teaching age-appropriate social skills, and classroom organization (Fernie et al., 1993; Isbell, n.d.; Preusse, n.d.; Vitiello et al., 2012). Facilitating these skills is complex, as many of them incorporate multiple modalities for children including visual, auditory, emotional, independence, and cognitive understanding.

Transitions

Transitions can be defined as, "movement, passage, or change from one position, state, stage, subject, concept, etc. to another" (Merriam-Webster, n.d.). In the school setting, this refers to the time period when children are changing from one activity to another. This can include when a child is changing settings (such as going from one classroom to another), during activities, or changing from one part of the day to another (such as going from recess back to the classroom). Transitions are difficult for young children especially given the amount of focus and attention they require. According to Buck (1999), these times can be difficult as they require students to listen to, understand, and then perform tasks that may require multiple step directions. For example, a child may first have to focus on the teacher directions, put items away to put closure to the end of an activity, move to another activity, and then prepare new materials or begin working (Buck, 1999). Transitions are also stressful for young children, even when their teachers are using DAP (Burts, Hart, Charlesworth, & Kirk, 1990.) Therefore, it is important for

ECE teachers to keep in mind that young children will often face challenges during transitions periods and have a hard time meeting the demands placed upon them (Buck, 1999, Vitiello et al., 2012). Teachers can help facilitate transition times, though, to make the change more predictable and less stressful for young students. “In order to help students gain control over these often stressful periods, it is beneficial for teachers to assess the context in which transitions occur within their classrooms, and following assessment, to develop specific interventions to improve behavior (Buck, 1999, p. 225).”

The structure of a classroom, including transitions throughout the preschool day, has been shown to impact children’s engagement with peers, teachers and tasks. Vitiello, et al. (2012) examined how engagement during the school day was related to transitions. The sample consisted of 283 children who had varying socio-economic statuses; the mean age was 50.8 months, and the majority of the sample was of Hispanic descent (62%). Children were observed and rated by the researchers using the Individualized Classroom Assessment Scoring System (inCLASS), which focuses on positive and negative engagement with teachers, peers and tasks in preschool. In this study, Vitiello et al. rated children during 10- minute periods (cycles) through a school day in the ten specific areas the inCLASS measures: positive engagement with teachers, teacher communication, peer sociability, peer assertiveness, peer communication, engagement with tasks, self-reliance, conflict with the teacher, conflict with peers, and behavior control. As a rater observed a child, the activity setting was recorded, and throughout the observation, changes in the child’s activity setting were also recorded, including opportunities for free choice, outdoor time, meals/snacks, and routines/transitions. Results indicated that a child’s behavior varied greatly across cycles throughout the day. Additionally, transitions were found to be a difficult part of the day, and children were not as positively engaged with teachers and tasks during these

times. Vitiello et al. also found that during transitions, the level of structure or transitions affects children's positive or negative engagement and experiences. Based on these findings, the researchers indicate that making transitions easier for children and reducing the amount of time it takes to transition between activities or throughout the day should be a goal for ECE teachers.

Facilitating Transitions in Classrooms

According to Buck (1999), transitions can be challenging for teachers, as they require teachers simultaneously to perform a variety of duties. For example, a teacher may have to give directions, store materials, get out new materials, supervise students, and manage student behavior at the same time (Buck, 1999). Therefore, to support students and teachers alike, educators should set goals of conducting effective transitions in preschool classrooms. Teachers can do this by setting clear behavioral expectations at the beginning of the transition, or, when transitioning between activities, teachers can also give students tasks to do that will engage them while waiting (Vitiello et al., 2012). In addition, teachers can use antecedents to signal transitions times to children (Sainato, 1990). "Antecedent" simply means the "thing" that is occurring before the desired behavior. Thus, antecedents work as "cues" for children. Effective antecedents for children include auditory or visual representations, such as music, a chart or buzzer (Register & Humpal, 2007; Sainato, 1990). These types of cues also provide students with other valuable learning opportunities; for example, singing during activities or using music for transitions gives children the opportunity to differentiate between sounds patterns and begin to identify familiar patterns (Isbell, n.d).

Roles and Responsibilities

When young children come into the ECE setting, the roles and responsibilities that are expected of them look different than when they are receiving care at home. According to Fernie

et al. (1993), this is because preschool settings are complex organizations that place more demands on young children than home settings; for example, school settings have more peers to get along with, specific classroom routines, different expectations throughout the day, and specific behavior requirements (Fernie et al., 1993). These classrooms can be thought of as small communities, or even a “home away from home” for many children, as many young children often spend the majority of their days at school (“Job Chart Ideas for Preschool,” 2012, para. 2). Fernie et al. (1993) claim that most preschool children have a desire to engage in and become members of the learning community, though this can be difficult as they interact and negotiate with peers and adults. Young children become members of the classroom through a complex, integrated process, which includes learning and taking on many roles in this new community (Fernie et al., 1993). Therefore, young children need a complex set of social skills to interact and engage appropriately in the ECE setting; some of these skills include being able to interpret and understand what is expected in a situation, what is required, and even what is socially acceptable (Fernie et al., 1993). These are complex skills for young children, but can be gained when teachers facilitate roles and responsibilities in preschool classrooms.

Facilitating Roles and Responsibilities

Young children learn what their roles and responsibilities are in the ECE setting when teachers educate students on what is expected of them; this is done through teacher facilitation. According to Johnson (n.d.), teaching children what their roles and responsibilities consist of are very important because these skills will also prepare preschool children for the future school engagements, such as when they move on to kindergarten. In Table 2, which was abstracted from Johnson (n.d.), examples of how teachers can facilitate roles and responsibilities in their ECE classrooms are provided.

Table 2

Five Ways to Facilitate Roles and Responsibilities in the Preschool Classroom

-
1. Assign children “daily chores or jobs” every day and explain that everyone will have different jobs to do. Make a job chart and award stickers when a child completes their assigned tasks. Be sure to model the proper way to carry out each task. Some jobs for children may include: pet feeder, table wiper, toy organizer, line leader, or trash helper.
 2. Model and practice good manners. This includes teaching children manners such as saying “please” and “thank you.” It may also include age-appropriate manners such as learning not to interrupt while others are talking, taking turns with peers, and using “indoor” or “outdoor voices.”
 3. Having a consistent discipline plan by praising positive behaviors (good manners, sharing, turn taking) and having specific consequences for undesirable ones. These age-appropriate consequences may include one warning, time out, or loss of privilege.
 4. Teach and practice independent skills needed in the school setting, such as opening drinks independently at lunch, sharpening pencils, properly washing hands or using restroom, and tying shoes.
 5. Teach and promote following directions by giving a direction, and then asking students to repeat the direction.
-

Age-appropriate Social Skills

Socially appropriate behaviors are not innate. According to Grusec and Davidov (2010), children begin to develop their social awareness and expectations in the home setting. These researchers assert that parents promote routines and habits for children that begin to shape their ideas of what is socially appropriate. This provides children with opportunities to observe how things are done in certain groups and creates norms for what the child will expect in future social engagements (Grusec & Davidov, 2010). However, there are times when children are not taught socially appropriate behaviors at home, or they have been subject to experiences that teach them ways to interact with others that are not socially appropriate. In these cases, children may not have developed age-appropriate social skills, and, therefore, they must learn to interact with others appropriately through facilitation at school. Preusse (n.d.) maintains for children to interact appropriately with others, they must have an understanding of social rules. This

knowledge is partly shaped by past experiences (Preusse, n.d.). When children draw upon prior interactions, it also shapes their views for what can occur in future social engagements (Preusse, n.d.). Consequently, for children to have positive, socially appropriate experiences to draw upon, they must be taught age-appropriate social skills.

Age-appropriate social skills for preschool age children can include the following: having self-control, understanding feelings, making choices, making friends, initiating interactions with others, terminating interactions, and responding to/engaging in interactions appropriately (Landry et al., 2014; Preusse, n.d.). A study conducted by Landry et al. (2014) looked at the effect of teachers explicitly teaching preschool students developmentally appropriate social and emotional skills. In the study, teachers conducted daily lessons using multiple books to discuss emotions; they used photos of children with different facial expressions or stamps of different emotions. Results indicate that children made the most gains in social-emotional areas when they were provided this instruction. These children also experienced less anxiety as compared to children who did not receive these direct lessons. The researchers concluded that the readings may have contributed to children feeling more comfortable and relaxed in the class setting, and the teacher may have become more aware of the children's emotional state through this process. This is important because it highlights the benefits of children being taught age-appropriate social skills. Given these results, it can be concluded that developing age-appropriate social skills will foster an environment where children can positively interact with teachers and peers. This is significant because it has also been found that when children experience stable teacher relationships, their problematic behavior in school decreases (Skalicka et al., 2015). Additionally, positive interactive play with peers has been associated with more participation in the classroom and active learning (Coolahan et al., 2000).

Facilitating Age-appropriate Social Skills

Teachers can facilitate age-appropriate social skills in the preschool classroom by teaching children about emotions. Ashdown and Bernard (2012) found that providing explicit instruction for social-emotional skills increased social-emotional competence, well-being, academic achievement, and reduced problem behaviors in young children (Ashdown & Bernard, 2012). Educators can also help young children develop age-appropriate social skills by facilitating positive interactions, assisting students in making choices, promoting entry into play groups, and helping children work through conflict (Preusse, n.d.). Teachers can use the suggestions in Table 3 as they help facilitate age-appropriate social skills for preschool age children.

Table 3

Suggestions for Preschool Teachers to Facilitate Age-Appropriate Social Skills

-
- Reinforce play by asking questions or enter directly if invited^a
 - Allow children to express feelings through taking on a different persona, such as a “character” in pretend play^a
 - Encourage negotiating, taking on social roles, and interactions in pretend play^a
 - Label emotions and feelings that children are expressing through their play^b
 - Talk children through feelings such as times of sadness or anger^b
 - Foster social roles in play such as acceptable behavior and rehearsing social skills^b
 - Help children make choices and deal with the consequences of their decisions by planning activities that help children think through a problem^b
 - Emphasize cooperation rather than competition^c
 - Teach cooperative and conflict resolution in sports and games^c
 - Encourage cooperative play through specific materials or classrooms spaces^c
 - Actively lead group discussions on prosocial interactions^c
-

Note:

^aAbstracted from Klein (2009).

^bAbstracted from Preusse (n.d.).

^cAbstracted from Honig and Wittmer (1996).

Environments and Organization

Classroom environments impact learning, development and behavior in young children (Isbell, n.d.; Skalicka, Belsky, Stenseng, & Wichstrom, 2015). In fact, they are so important that they can even be thought of as a third teacher (Gandini, 2011). When preschool children attend care centers that provide quality environments, their emotional and social development is positively supported and impacted (Landry et al., 2014). According to Isbell (n.d), arranging the environment in an effective way will help children make meaning of their surroundings. Young children will also be able to figure out the learning environment functions and what can occur in specific space of the learning environment (Isbell, n.d.). When young children engage in these types of settings, they are also exposed to nurturing settings that set expectations and encourage active learning (Isbell, n.d.). Finally, organized ECE learning environments also assist children in developing closer bonds with their teachers in preschool, and as a result, young children experience less conflict as they get older (Skalicka et al., 2015).

Since children often begin attending childcare centers at a very young age, it is critical that teachers in these settings are caring and that they help facilitate organized environments (Isbell, n.d.; Landry et al., 2014). Landry et al. (2014) found that children make social and emotional gains when ECE teachers facilitate organized environments. This was particularly true when teachers established a schedule and taught children to anticipate what would happen each day or when the classroom was set up so children could access materials independently (Landry et al., 2014). Environments that allow students a greater degree of choice both inside and outside promote positive engagement with peers, while teacher-structured activities promote positive engagement with teachers (Vitiello et al., 2012). Therefore, teachers can impact

prosocial growth in young children by ensuring learning environments are organized in a way that provides opportunities, promotes independence, and encourages participation (Isbell, n.d.).

According to Grusec and Davidov (2010), when adults facilitate organized environments they influence children by showing the children what is desirable or undesirable within the environment. Under these circumstances, children are provided opportunities to observe and experience what is expected of them through facilitation (Grusec & Davidov, 2010). Isbell (n.d.) contends that teachers help facilitate these environments by clearly communicating to the children what activities can occur in certain areas of the room or what materials they have access to; therefore, conveying expectations in learning environments is important for young children. Isbell further asserts that teachers can facilitate a positive emotional environment by displaying a compassionate and responsive demeanor to young children. Additionally, arranged environments also indicate to children how to act and respond (Isbell, n.d.). For example, a large open space with minimal materials will convey meanings to children that running and play are appropriate (Isbell, n.d.). When ECE teachers facilitate learning environments in these ways, young children engage in organized areas that are predictable and easily understood (Isbell, n.d.).

Facilitating Organization in Classrooms

The mere arranging of a classroom is also a way for teachers to organize an environment to facilitate prosocial skills for young children. As indicated above, this is a key aspect to learning and growth for students attending child care centers. Table 4 shows ten questions that Isbell (n.d.) identified for teachers to use and reflect on their current classrooms and to begin organizing their learning environments.

Table 4

Ten Questions for Teachers to Assist in Organizing the Learning Environment

-
1. When a child enters the classroom, do they see an attractive space?
 2. Will the child find this place to be warm and homelike?
 3. Are the children's materials grouped together based on how they are used?
 4. What are the sounds of the classroom?
 5. Can each child recognize who lives and works in this space?
 6. Is children's work displayed in an attractive manner that can be appreciated by children, parents and teachers?
 7. Are a variety of areas available: quiet, active, messy, and large or small group?
 8. Is there a place to pause and reflect?
 9. Is there a beautiful area or display that can be enjoyed?
 10. Is there a teacher who wants to create a wonderful space for children? (para. 20)
-

Policy, Laws and Guidelines

Young children begin their educational journeys in school with different levels of prosocial skills. There are students who come equipped with the necessary skills, students who are still developing these skills, and students who exhibit significant deficits in these areas. At the federal level, some policies such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) have enacted rules and set standards for student learning and development. Despite this, these policies may not extend to ECE classrooms or set standards for social-emotional development in children. At the state level, the Texas Essential Knowledge and Skills (TEKS) set standards for grades kindergarten through twelve, but these do not extend to ECE classrooms, such as prekindergarten. A further problem is even in the lower grades, such as kindergarten, the TEKS also do not specifically target social-emotional areas. Therefore, although some public policies and laws aim to regulate what children will be taught, the development of prosocial skills is often forgotten. The state of Texas does, however, emphasize the importance of social-emotional development for young children through the adopted prekindergarten guidelines.

National Policy: NCLB and IDEA

NCLB requires all public schools to incorporate an accountability system for testing student math and reading achievement, beginning in third grade (Dee & Jacob, 2011). However, NCLB does not focus on the development of prosocial skills in young children. As a result, teachers do not often facilitate these skills in ECE classrooms. This is problematic, as research has indicated that social-emotional proficiency is a predictor of academic skills, specifically in the pre-literacy area (Curby, Brown, Bassett, & Denham, 2015). National agendas and policies designed to increase academic rigor, such as NCLB, have created a trickle-down” effect that extends all the way to preschool classrooms (Stipek, 2006). Essentially, the skills that are tested starting in third grade build upon other skills children begin learning in ECE classrooms. Overall, the lack of standards for ECE children means all children are not learning the same content or being taught with DAP; additionally, since it is known that the development of prosocial skills impacts academic achievement (Ashdown & Bernard, 2012; Valiente et al., 2012), further mandates are needed to address this issue. Federal initiatives such as Good Start Grow Smart, have aimed to combat this problem by calling for states to create early learning standards for preschool age children, which includes areas such as mathematics, literacy and language (Stipek, 2006). Yet currently no federal mandates have been passed.

In more specific cases (such as children with disabilities), under IDEA public law 99-457, public schools are required to evaluate and provide services to preschool age children (3-5 years old). These children are evaluated in many developmental areas that are not just academic. For example, children may be evaluated in areas such as social-emotional development, functional communication skills, behavior, and developmental competence (Overton, 2012). This is important because it demonstrates that there are laws that require schools to determine where

young children are functioning in many areas other than academics, and for schools to intervene when a student meets the eligibility criteria. However, the issue remains that not all children will be provided intervention to “catch them up” if they are lacking such skills.

Texas State Standards and Guidelines

State standards for what children should know and be able to do are outlined by the TEKS (Texas Essential Knowledge and Skills, n.d., para. 1). These standards, which are adopted by the State Board of Education and set forth by the Texas Education Agency, do not specifically focus on prekindergarten; this is evident through the TEKS standards that only extend from kindergarten through twelfth grade (Texas Essential Knowledge and Skills, n.d.). A further challenge is some of the academic TEKS at the lower grades require children to have developed prosocial skills, though there is not a TEKS content area to specifically address this. For example, according to the Texas Education Agency (2010), TEK 13.E indicates students in kindergarten should be able to “use elements of the writing process to compose text. Students (with adult assistance) are expected to: share writing with others.” Additionally, in the same standards, TEKS 21.A and 21.B state, “Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to listen attentively by facing speakers and asking questions to clarify information and follow oral directions that involve a short related sequence of actions (Texas Education Agency, 2010).” Based on this, children need developed prosocial skills to perform the skills set forth in the state’s standards. These same standards also require teachers to be active facilitators in helping children acquire and develop these skills. However, the state fails to have a TEKS content area that indicates what social-emotional skills children should develop in the primary grades.

According to the Texas Education Agency (2008) preschool is the foundation that guides children academically, socially, and emotionally; it also provides experiences that impact a child's overall life (Texas Education Agency, 2008). In Texas there is a public prekindergarten program for young children, however, it is not open for all children to attend. The criterion to attend public prekindergarten is very specific, and targets children from low socio-economic and disadvantaged backgrounds. Children who are eligible to attend this program must meet the requirements as set forth by the Texas Education Agency. Table 5 depicts information that was borrowed from the Texas Education Agency (Texas Education Agency Eligibility for Prekindergarten, n.d.), and shows the criteria a child must meet in order qualify for public prekindergarten.

Table 5

Eligibility for Prekindergarten in Texas Public Schools

-
- The child is 3 years or older, AND one of the following:
 - Unable to speak and comprehend the English language; or
 - Educationally disadvantaged; or
 - Homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
 - The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
 - The child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
 - Has ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code
-

The state has also adopted a policy for ECE children in the form of prekindergarten guidelines; these guidelines indicate what young children should be able to know and do. It is

also recognized that the early learning experiences in ECE classrooms are facilitated through teachers. Therefore, the goal of creating these guidelines is to help ECE teachers make informed decisions about what to teach young children (Texas, Education Agency, 2008). Additionally, the guidelines were adopted to provide detailed descriptions of expected behaviors that preschool age children should be able to know and do by age five (Texas Education Agency, 2008).

The prekindergarten guidelines emphasize the importance of social-emotional development in young children, but also incorporate domains such as language and communication, science, fine arts, physical development, and emergent literacy (Texas Education Agency, 2008). In terms of social-emotional development, the overall skills of focus include self-concept, self-control (behavioral, emotional, attention), social competence, and social awareness (Texas Education Agency, 2008). It is indicated that the majority of growth in the social-emotional area is not gained through formal instruction, but through teacher guidance during informal situations (Texas Education Agency, 2008). Therefore, while the guidelines state child behaviors, year outcomes, and give examples of behaviors, they also provide examples of instructional strategies for teachers.

Organization: National Association for the Education of Young Children (NAEYC)

Additionally, organizations such as NAEYC have goals that focus on the developmental skills, including social-emotional skills of young children. Specifically, NAEYC's public policy goal is to create a "high-quality system of early childhood education for all children from birth to age eight" (NAEYC Public Policy Overview, n.d., para.1). This organization is grounded in the idea that research for many years has shown when children take part in high quality, developmentally appropriate programs (from an early age) their cognitive and social growth is positively impacted. Additionally, NAEYC has goals that specifically target the social-

emotional development of young children, as well as the PD of educators. Two of the principles cited by the organization are, “That high quality early experiences make a difference in children’s lifelong academic and social success” (para.7) and “That early childhood professionals must have excellent preparation, ongoing PD, and compensation commensurate with their qualifications and experience” (National Association for the Education of Young Children,” n.d, para.9).

Need for Policy in Teacher Qualifications and Credentials

A growing concern is the need for policy on teacher qualifications and credentials for teaching preschool age children. At the state level, House Bill 4 in Texas is currently in motion to establish high-quality prekindergarten programs by (among other tasks) “reviewing and updating prekindergarten guidelines, developing additional prekindergarten PD opportunities and determining high-quality prekindergarten teacher qualification requirements” (Texas Education Agency House Bill 4, 2015, para.2). Unfortunately, these reform efforts do not extend nationally, nor do they incorporate the reform needed for all early childhood programs in the state, including schools and programs that are not state funded. Currently, in the state of Texas, there are no required qualifications for preschool teachers working outside of the public school system. Teachers working in the public school system at the prekindergarten level must have a state of Texas teaching certificate certifying them for early childhood grades. Teachers working in private schools or the day care system are not bound by the same regulations.

Instruction for Adults

When considering the lack of teacher preparation and credentials of many ECE teachers, it is necessary to provide these teachers with further knowledge and skills in the form of PD. It is essential, however, that they are taught in a way that facilitates learning, engagement, and

growth. Therefore, when adults are provided opportunities to learn they must not only have effective teachers, but must be taught in ways that are motivating and engaging for adult learners (Knowles, 1977). Experiential and self-directed learning are effective ways for teaching and engaging adult learners.

Experiential and Authentic Learning

According to Dewey (1938), experience and learning have a causal relationship, and there is a gap between traditional learning and the experiences students need to acquire the content meaningfully. Learning through experience involves a process of application, which produces a change, or transforming of an individual (Dewey, 1938). Additionally, it is not just the opportunity that creates the effect of an experience, but rather the quality of the experiences encountered (Dewey, 1938). Therefore, when adults are engaging in learning, the occurrences must also be realistic. John Dewey has helped lead the way in the philosophy of experiential learning and indicates meaningful learning experiences should “live fruitfully and creatively in subsequent experiences” (Dewey, 1938, p.28). Research has confirmed these notions by demonstrating that authentic learning is an effective means for learning for all ages, including preschool age children through adults. Furthermore, it has been shown that experiential learning is a more effective means of learning than traditional learning techniques (Green & Ballard, 2010).

Experiential Learning for Educators

Green and Ballard (2010) used the teacher preparation model Professional Development School (PDS) to determine the success of an experiential and authentic learning opportunity for up-and-coming teachers. The researchers indicated that the PDS process deviates from the traditional approach of training teacher-hopefuls in university programs through student teaching

experiences. Instead of the traditional approach, which lasts between 12-15 weeks where the intern observes and then teaches under the regular classroom teacher for the semester, the PDS incorporates a process that lasts a full school year (beginning with in-service until the last day of work in June). Classroom learning assignments and state standards/objectives are matched; the intern implements the assignments and then is required to complete reflective exercises.

Green and Ballard (2010) used the PDS approach between a regional university and a school district in northeast Texas; the school district used a Title I elementary within two miles of the university. In this study, the PDS was successful. It was so successful that the school continued using the program and was in its 6th year of implementation. Teacher credentials were also impacted using this experiential learning approach for student-teachers. It was noted that sixty-two candidates had completed the program at the time the study was completed with 100% passing their state certification, and more than 50% of the individuals who completed the program were currently employed in the district where they interned. Green and Ballard further indicated that administrators on the campus claimed PDS graduate teachers were more like third to fifth year teachers in terms of experience. This shows that teacher's knowledge and skills are significantly impacted when they are provided real learning experiences. Finally, providing this experiential and authentic learning method for interns also appeared to impact student performance. Green and Ballard also noted that student scores on standardized assessments rose in every content area each year since the initial PDS was implemented.

Self-Directed Learning

Self-directed learning is a process which allows individuals to take responsibility for their own learning, including aspects such as goal setting, planning for, engaging in, and evaluating their own learning (Knowles, 1975). DeJoy and DeJoy (1987) also describe self-directed

learning as a process which incorporates aspects of planning, learning, and then implementing the plan for adults to engage in self-directed learning. This is important, because although educators may have skills, they may not have a desire to use them (Mueller et al., 2008). This becomes problematic from an educational standpoint, as teachers do not always transfer what they learn in PD to the classroom. Consequently, possess knowledge and skills in a certain area, but that does not mean they will be used or applied when teaching children (Mueller et al., 2008).

In 2009, Mushayikwa and Lubben gathered information on teachers' perceptions and reasons for engaging in self-directed learning (PD), including how their learning impacted their students. The researchers were particularly interested in obtaining this information, in what they considered "work deprived environments," where large classes, low performing students, and scarce resources were present. Therefore, the study was conducted in Zimbabwe and involved surveying 55 educators over the course of two years. Results identified seven main areas that teachers identified as motivation for self-directed PD; these included the following: "professional identity, career development, concerns/need for own subject content knowledge, practical knowledge and professional skills, improving pedagogical content knowledge, perceived benefits for teachers and students, and peer networking" (Mushayikwa & Lubben, 2009, p. 379). This information, along with more specific ideas given by teachers in this study, is provided in Table 6; this table was borrowed from Mushayikwa and Lubben (2009). Finally, the study found that two major reasons teachers engaged in self-directed PD were classroom efficacy (the ability to teach effectively) and professional efficacy (the ability to relate effectively within the teaching profession).

Table 6

Teachers Perceived Motives to Engage in Self-Directed Learning for PD

Themes	Repeating Ideas
1. Perceived professional identity	1.1 Well-being; self-esteem/respect/confidence; 1.2 Social status; (commanding) respect/trust from fellow teachers/students/society; social expectations; 1.3 Perceived role of the teacher: control vs. facilitator/guide;
2. Career development needs	2.1 Career change; job applications; searching greener pastures/opportunities outside education; 2.2 Continuing professional development/training; keeping abreast with developments; lifelong learning; 2.3 Further study; improvement of qualifications;
3. Theoretical and content knowledge	3.1 New content; interest in new knowledge; deepening/broadening/updating/enriching content understanding; 3.2 Textbook supplements/alternatives; background/variety of reading; revision; correction of misconceptions
4. Practical knowledge and professional skills	4.1 Teaching resources; demonstrations; simulations; practicals; use of equipment/models/illustrations; 4.2 Organization of teaching and assessment; syllabus; examination materials; teaching administration; 4.3 Ideas on improving teaching approaches; variety of teaching approaches; innovative/creative ideas;
5. Pedagogical content knowledge	5.1 Adaptation to syllabus depth/requirements; differentiation for student abilities/learning and teaching styles; 5.2 Modification of materials to suit local conditions/context/language level/learning needs; 5.3 Developing teaching/learning materials; modules; tests and evaluate materials; judging quality of materials;
6. Professional networking	6.1 Collaboration; comparing/sharing experiences/teaching skills; jointly developing ideas; 6.2 Peer support/encouragement; online coaching; peer review; mentoring/tutoring; 6.3 Professional communications; peer communications; making contacts; online discussion groups
7. Benefits to teachers and students	7.1 Student performance/achievement; quality of passes; 7.2 Affective issues: teaching becomes interesting/enjoyable; students gain interest/confidence in learning; 7.3 Cognitive issues: students understanding/appreciation improves; critical reasoning; creativity; 7.4 Reflective/critical practitioner; developing coping mechanisms; 7.5 Student participation/attentiveness/discipline increases; memory retention.

Self-Directed Learning for Educators

Self-directed learning for educators is important, as many aspects of teaching require individuals to perform job tasks independently or “on their own time.” A few of these include: lesson planning, creating student materials, signing up for and attending PD workshops, and taking content and putting it into practice. The process outlined by DeJoy and DeJoy (1987) indicates individual goals are developed in self-directed learning, where the learner’s current knowledge and skills are assessed. Then, the trainee (along with the help of the trainer) identifies resources for learning, defines tasks associated with the goals set, and determines how to self-assess progress (DeJoy & DeJoy, 1987). It is also indicated by these researchers that receiving feedback from a “trainer” is useful in monitoring progress, and doing so allows the learner to become well informed about their performance. The ideas of practicality and financial resources to implement skills and content into classrooms should also be considered, as time constraints or materials may hinder one’s ability to engage in this self-directed learning process from PD (DeJoy & DeJoy, 1987).

Furthermore, DeJoy and DeJoy (1987) contend that self-directed learning ultimately combats the difficulties with traditional learning methods for four reasons. These include, “providing an individualized match between the trainee’s information needs and learning content, developing intrinsic trainee motivation to meet learning goals, improving the trainee’s skills to support successful career changes, and responding to ever-changing information requirements in the workplace (DeJoy & DeJoy, 1987, p. 64).” This is important, as traditional methods are primarily what are used to teach adult educators or to provide them with continuing education. Often times in PD sessions, adults are required to *sit and get* content, instead of being active or engaged in their learning. Despite this, *sitting and getting* for adult learning is not

empirically sound and has been shown not to be effective for adult learning (Tate, 2004). For this reason, self-directed learning is even more important when instructing adults. Finally, self-directed learning is also motivational for individuals. This is because it allows adults to take responsibility for their own learning. It is encouraging as it allows learners to target areas or create individual goals that are specific to their needs (DeJoy & DeJoy, 1987). This works in a way similar to differentiating instruction for students. The difference is self-directed learning does not require that the teacher use multiple methods, modalities or content to create an individual learning experience; it merely relies on the learner. Ferriter and Provenzano (2013) even claimed that “new learning spaces” online, such as Twitter and blogs, allow for networking with colleagues and participating in self-directed learning that cannot take place in traditional PD experiences. This is because these online experiences expose adults to new thinking and allow them to make connections and to pursue learning experiences specific to them. All of these opportunities are engaging and individualized, which makes a self-directed learner more motivated and ready to learn.

Professional Development for Educators

Classrooms are complex environments, and there is a higher level of PD training and support that is needed in order for teachers to teach children and implement interventions effectively (Fox et al., 2011; Kretlow, Cooke, & Wood 2012; Ramaswamy & Bergin, 2009). Indeed, the aforementioned literature highlights the importance of prosocial development for preschool age children and the PD that is needed in order to facilitate the teaching of these skills in classrooms. There are some methods for providing PD to teachers that have been shown to be effective when looked at empirically. For example, research shows when educators are provided coaching and consultation in PD areas, interventions are implemented with more fidelity (Fox et

al., 2011; Kretlow et al., 2012). Despite this, there is currently a lack of research on the issue of how to provide teachers with training and support and which PD strategies show the most promise for effectively teaching social-emotional competence (Fox et al., 2011).

When considering self-directed learning for educators there are many important skills that should be nurtured in PD sessions in order for teachers to be self-directed learners. According to DeJoy and DeJoy (1987), these include being able to set individual goals, take content from a PD session, and to implement plans or content autonomously in individual classrooms. Additionally, DeJoy and DeJoy touch on the importance of self-directed learning as being a guided process, where presenters to adult learners or administrators should be assisting the teachers in the progression.

Furthermore, two studies have shown when teachers are provided explicit training on facilitating prosocial skills in young children, children show gains in these areas as well (Girard, Girolametto, Weitzman, & Greenberg, 2011; Ramaswamy & Bergin, 2009). Girard et al. (2011) explored the correlation between the training of early childhood educators and the resulting prosocial behaviors in young children. The researchers examined the outcomes of providing instruction to adults working in child care centers and the effect it had on the prosocial skills of preschool children in classrooms, including those at risk for social difficulties. In this study, Girard et al. selected 17 early childhood educators to receive training, each of whom had completed high school and had a diploma in Early Childhood Education. There were 68 children who participated and whose ages ranged from 32 months to 54 months; all were reported as developing normally. One control group and three experimental groups were used with random assignment; teachers in the experimental group had instruction on how to facilitate peer interactions. The program Fostering Peer Interaction in Early Childhood Settings was used to

train teachers. Children participating were videotaped interacting and playing in the classroom; educator-child interactions were also videotaped. Girard et al. used pretest-post test data was used to determine results. Results were promising in the effects of providing explicit training to teachers and the outcomes of skills gained in the social-emotional areas by preschool children in their classroom. Specifically, children in the experimental group showed considerable more prosocial skills use post-teacher training as compared to the control group. This indicates when teachers are provided instruction in facilitating prosocial skills children are positively impacted and make gains in these areas. Additionally, aggressive behaviors were found to decrease significantly for boys; however, there was no significant change in girls.

Studies, such as this one, demonstrate the benefits of providing educators with PD for the purpose of developing prosocial skills in young children. PD is an important part of continuing education for teachers and other school personnel, although PD itself is not enough to support teachers' needs for instructing students.

Instruction, Coaching and Consultation

Oftentimes educators are provided training in many different content areas with the idea that they will gain new knowledge and implement it in their classrooms. Sometimes this presents a problem from a practitioner's standpoint, as teachers must find the time to learn and implement new strategies and instructional approaches in their classrooms. Equally difficult is being sure the interventions and instructional approaches are being implemented with fidelity. Researchers have emphasized that initial PD trainings for educators are not enough for teachers to implement strategies with fidelity, and additional follow-up and coaching are needed in this process (Kretlow et al., 2012). On the same note, studies have shown that continued follow-up

coaching and consulting with educators are effective ways for educators to implement PD content in to classrooms with fidelity (Fox et al., 2011; Kretlow et al., 2012).

Kretlow et al. (2012) conducted a multiple-baseline design study across teachers. This was conducted in three phases (baseline no PD, post-in-service and post-coaching). Three first grade teachers participated in the study, all of whom had a degree in elementary education with two to nine years' experience. All students in the classrooms received daily instruction. Group instructional units were used as the dependent measure and were measured based on 10-minute segments during teaching lessons. Antecedent-behavior-consequence (teacher antecedent, unison response, error correction praise) was used to determine if a group instructional unit could be counted correctly.

In this study conducted by Kretlow et al. (2012), teachers were provided a 3-hour group in-service where they received an overview of active responding strategies, saw video clips and practiced strategies. During individual preconference's that lasted 15-20 minutes, teachers received specific feedback on strengths and opportunities for improvement. Researchers also modeled strategies and helped co-plan lessons. In class, coaching sessions took place during one regularly scheduled 30-45-minute lesson, and the side-by-side coaching model was used. Individual post conferences were 15-20 minutes and researchers gave teachers specific feedback on strengths and opportunities for improvement; strategies were also modeled and teacher questions were answered during the coaching and consultation process. Finally, data was collected by audio recordings of the teachers' math instruction.

Kretlow et al. (2012) found that all teachers increased the number of correct group instructional units following in-service. When individual support was provided to a teacher, a substantial decrease in variability was indicated by the data. Social validity measures indicated

that teachers' felt in-service was either "somewhat helpful" or "very helpful." All teachers reported the coaching was "very helpful." Teachers agreed in-service was helpful in covering initial information, with video clips and practice being the most helpful aspect. Teachers also reported that coaching sessions helped build their confidence and allowed them to ask questions related to their specific student needs. All teachers noted increased academic engagement as an improvement related to using the strategies.

Additionally, Fox et al. (2011) conducted a study to determine if coaching for educators would promote social competence in young children. Three teachers who taught in inclusive, public preschool classrooms were used; the study was done across three classrooms at different schools in the same district. Teachers were initially provided a 3-day training workshop (instruction on implementation) on the Teacher Pyramid Model (TPM). The TPM is a model used for promoting social-emotional development and addressing challenging behavior in young children. Trainers delivered the workshop material and they followed a script to ensure consistent delivery of the material. Fox et al. (2011) indicated workshops began with a self-assessment activity, and teachers reflected on their current strengths and needs related to the implementation of the TPM. The sessions included an overview of the TPM and systematic instruction on each level of the TPM. During the workshop presentation, videos, photos of classroom materials, case study activities, and classroom materials were used as a part of the teaching. Following the PD sessions and during the baseline phase, observations were conducted in teachers' classrooms and no instruction was provided.

Next, Fox et al. (2012) indicated teachers received coaching sessions that included performance feedback to support their implementation. Coaching sessions involved goal setting and action planning around priority areas of implementation; a classroom observation was

conducted for performance feedback. Coaching sessions occurred twice a week until a criterion of 80% was met, and the coaching observations ranged from 30-90 minutes followed by a 30-minute debriefing. At the end of the study, teachers completed a questionnaire and interview to gather information on their perspectives of the study. Results from this study indicated implementation levels rose during coaching sessions as compared to baseline. Additionally, with coaching, two of the three teachers met the specified criterion level of 80% and were able to move to the independent level of implementation (where coaching was not needed any longer). Even the third teacher in this study, who never met the specified criterion to move on to independent implementation, still improved her implementation with coaching over baseline. Overall, the study results demonstrated providing teachers with PD training positively impacted their implementation of practices. Specifically, information gained through PD and reinforced through coaching improved teachers' ability to use the TPM model to promote social emotional competence and addressing challenging behavior in young children.

Conclusions and Discussion for Practitioners

Overall, the studies conducted by Fox et al. (2011) and Kretlow et al. (2012) are consistent with much of the literature, as the findings maintain that providing coaching and support to teachers following PD training will improve not only implementation of practice but also implementation with fidelity. This is promising and realistic for practitioners. This is because it shows that although all educators may not reach the maximum desired outcome when implementing new practices with a one-time PD session, teachers can further improve their skills compared where they were prior to receiving support, if they are provided coaching, follow-up, and performance feedback.

Furthermore, these findings are promising at the practitioner level and can be useful for administrators looking to improve the quality of instruction at their campuses. Moreover, the findings are helpful for presenters who provide PD to teachers, as they show additional steps that are needed to implement strategies with fidelity. It is indicative that PD presenters should encourage coaching at the campus level and provide strategies or information on what that will look like when educators try to implement new information at the campus level. Finally, the results provide an interesting aspect that in-service trainings alone are not enough, but must be followed up with subsequent support and coaching to make changes at the classroom level.

Knowledge, Skills, & Confidence

Providing teachers with effective PD and ongoing support can improve their knowledge, skills, and confidence. Teachers need knowledge of the content they are teaching to teach children (Sadowski, 2006). Teachers also need the skills necessary to teach children effectively (Blazar, 2015), and the confidence to be able to do it (Pancsofar & Petroff, 2013). Teacher's knowledge, skills, and confidence impact how effectively they teach (Blazar, 2015; Pancsofar & Petroff, 2013). Additionally, Johnson (1980) found that teachers reported four main qualities and attributes that effective educators possess; these qualities included having knowledge of the academic content, taking a personal interest in all children, creating a caring/loving/warm environment, and being enthusiastic with students. Teacher confidence also plays a role in how effectively students are taught. Pancsofar and Petroff (2013) found that pre-service and in-service PD opportunities positively impacted teachers. Specifically, the researchers found that more frequent in-service opportunities for teachers resulted in teachers being more confident, having a higher interest and a more positive attitude about the content and teaching strategies they are trained on; it was also shown that pre-service PD training also boosted teacher

confidence. Overall, teacher's knowledge, skills, and confidence are an important aspect to teaching young children. These skills also impact the nature and quality of learning experiences that teachers can create. Therefore, it is important to develop knowledge, skills, and confidence for ECE teachers to effectively teach young children.

Final Conclusions

It is clear that more and more young children are coming into schools underprepared for the learning environments and challenges that they will face. This is often because children are coming from disadvantages backgrounds into ECE settings, and their teachers lack the knowledge, skills, and confidence in many areas of their development. Even more problematic, is the ECE programs young children enter often do not focus on the prosocial skill development that may children need. This is problematic for young children, schools and the ECE system as whole. Research has shown, though, when teachers are provided training in the form of professional development, young children can make gains in many of the prosocial areas that they need to be successful in school. This is significant, as it shows a solution to the problem that is currently facing young children and ECE teachers.

Chapter III

Method

Overview

Prosocial behaviors can be defined as voluntary behaviors that benefit another (Lennon & Eisenberg, 1987), and these are skills that research has previously found to be important predictors of social adjustment in school, behavior, and academic achievement in children (Fantuzzo et al., 2005; McCabe & Altamura, 2011). Studies have also shown when teachers are provided explicit training on facilitating prosocial skills in young children, children show gains in these areas (Girard, Girolametto, Weitzman, & Greenberg, 2011; Ramaswamy & Bergin, 2009).

Therefore, the purpose of this investigation was to conduct an exploratory research study that assesses the overall level of impact professional development (PD) sessions can have on early childhood education (ECE) teacher's perceived ability to implement prosocial skills in their classrooms. Secondly, this study aimed to find out how teacher's years of experience teaching in ECE classrooms impacted their knowledge, skills, and confidence to facilitate prosocial skills after receiving effective PD. The following study employs an extant data set for review and analysis.

During this study, teachers who were instructed during a four-day long PD training (C³Coaching Academy) completed the Prekindergarten Summer Academy Awareness Survey after attending all of the sessions. On the survey, teachers rated items pertaining to the impact the PD sessions had on their knowledge, skills, and confidence to facilitate prosocial skills using classroom transitions, roles and responsibilities, age-appropriate social skills, and classroom organization; teachers also reported their years of experience teaching in ECE classrooms. This

data was previously collected via teacher self-report methodology, and will be analyzed to determine the level of impact in regards to the two research questions being asked. Results will be used to create an action plan in a current school setting; the action plan will focus on addressing the PD and needs of teachers to facilitate prosocial skills in their ECE classrooms.

Professional Development Training

The C³Coaching Academy was a four-day PD training provided to participants over the summer. It was conducted in Houston, Texas (Harris County). The training was provided to participants in four consecutive days-either Monday to Thursday or Tuesday to Friday, and each of the days started at 8:30am and ended at 3:30pm. The PD sessions focused on literacy, numeracy, and prosocial skill areas for young children. The prosocial skills areas targeted during the C³Coaching Academy include classroom transitions, teaching roles and responsibilities, teaching age-appropriate social skills, and classroom organization. For the purposes of this study, only these four areas of the PD training will be used to determine the impact on teachers.

Sample

A sample of early childhood educators were randomly selected from eligible Harris County public school districts that partnered with the University of Houston-College of Education as part of the C³Coaching grant. To be eligible to participate, these teachers had to be willing to attend the C³Coaching Academy and had to be planning to teach preschool children ages 3-5 the next academic year. After gathering eligible participants and after random selection, the final sample of ECE teachers who attended the training sessions was n=419. There was a total of 415 females and 4 males; therefore, the male gender accounted for a total of 1% of participants. This is displayed in Table 7.

Table 7

Participant Gender Breakdown

	Frequency	Percent
Male	4	1.0
Female	415	99.0
Total	419	100.0

This final sample of participants had varying years of experience teaching young children, which ranged from 0 years of experience to 33 years of experience. The total sample had a mean experience equal to 5.67, with a standard deviation of 5.45; this is shown in Table 8.

Table 8

Mean and Standard Deviation of Participant Experience

	N	Minimum	Maximum	Mean	Standard Deviation
Years of Experience in ECE Teaching	412	.00	33.00	5.67	5.45

In this study, for the purposes of further looking at how teacher experience related to impact, teachers' year of experience in ECE classrooms were grouped in to three ranges and labeled. Teachers with 0-2 years of experience are referred to as "Novice Teachers," teachers with 3-9 years of experience are "Practiced Teachers," and teachers with 10 or more years of experience are "Experienced Teachers." The number and percentage of participants that fell in to these ranges of experience can be seen in Table 9.

Table 9

Ranges of Experience

	Frequency	Percent
Novice Teacher	144	34.4
Practiced Teacher	178	42.5
Experienced Teacher	97	23.2
Total	419	100.0

Finally, the participants in the final sample taught children ages 3-5 in ECE programs for diverse and disadvantaged children. Many different types of classrooms represented the various ECE programs, and there were a varying percentage of teachers who represented each classroom type. Table 10 shows each classroom type and the percentage of participants who taught in that kind of ECE classroom.

Table 10

Participant Classroom Types and Percentages

	Frequency	Percent
Prekindergarten Title 1	150	35.8
Prekindergarten Bilingual	91	21.7
Preschool Program for Children with Disabilities	78	18.6
Child Care/Head Start	21	5.0
Prekindergarten Tuition	10	2.4
Prekindergarten-Kindergarten	49	11.7
Kindergarten Title 1	3	.7
Kindergarten - Bilingual	2	.5
Total	404	96.4
Missing System	15	3.6
Total	419	100.0

Instrument

The Prekindergarten Summer Academy Awareness Survey is a self-report survey administered to participants after they attended the C³Coaching Academy. This instrument consisted of 108 total items which asked teachers to rate the level of impact the C³Coaching Academy had on their knowledge, skills, and confidence to facilitate different skills in their ECE classrooms. On the survey, teachers were asked to rate their perceived ability to facilitate prosocial skills to young children, and their ability to facilitate other skills, including emergent literacy and numeracy. For the purposes of this study, only items pertaining to prosocial skills were used for data analyses.

The prosocial skills items on the Prekindergarten Summer Academy Awareness Survey accounted for a total of fifteen items (survey items 94-108). These items were used to determine teachers' perceived impact the PD sessions had on their own knowledge, skills, and confidence to facilitate prosocial skills in the areas of classroom transitions, teaching roles and responsibilities, teaching age-appropriate social skills and classroom organization. Specifically, the survey contained three items pertaining to classroom transitions, three items on roles and responsibilities, four items for facilitating age-appropriate social skills, and five items relating to classroom organization. All items presented on the Prekindergarten Summer Academy Awareness Survey were displayed in a straightforward format and phrased in a similar way. A sample of these items is displayed in Table 11.

Table 11

Prosocial Skill Areas, Item Numbers, & Sample Questions from Survey

Prosocial Skill Area	Item Numbers	Sample Question
Transitions	95 , 99, 106	As a result of this training I have...increased my knowledge about the importance of incorporating transition activities for my students.
Roles and Responsibilities	96, 100 , 107	As a result of this training I have...learned a variety of roles and responsibilities that my students can have in my classroom.
Age-Appropriate Social Skills	97, 102, 104 , 108	As a result of this training I have...acquired the skills to remediate the social skills difficulties of students in my classroom.
Classroom Organization	94, 98, 101, 103, 105	How confident are you in Classroom Organization?

Note: The bolded item number in the table is reflective of the item number on the survey and the specific question given as the sample.

Finally, in order to rate the level of impact the PD sessions had on their knowledge, skills, and confidence to facilitate prosocial skills, a Likert Scale was provided next to each item on the Prekindergarten Summer Academy Awareness Survey. Teachers were instructed to rate each of the items on a 1 to 5 scale by circling the number that corresponds with the level of impact they feel the C³Coaching Academy had on their ability to facilitate prosocial skills in each of the four areas. As stated on the survey, a marking of 1 indicated Limited Impact and a marking of 5 indicated Major Impact; numbers 2, 3, and 4 fell in between Limited Impact and Major impact, and were also ratings on the survey a teacher could select.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) version twenty-four was used to analyze and interpret the results. The researcher analyzed the data to determine the impact the PD sessions had on teachers' perceived ability to implement prosocial skills in their ECE classrooms as a consequence of training. Items used from the survey exclusively addressed the four prosocial skills areas of classroom transitions, roles and responsibilities, age-appropriate social skills and classroom organization. Additionally, teacher's self-reported years of experience teaching young children were also used when determining impact in relation to knowledge, skills, and confidence. Prior to conducting the statistical analyses, all of the data was manually entered in to the SPSS program, and 25% of the data set was double checked by a second research assistant.

Phase one.

Phase one specifically examined how the PD sessions impacted teacher's perceived ability to facilitate prosocial skills in their ECE classrooms. To determine impact, data analyses (teacher responses) were grouped by the four categories of classroom transitions, roles and responsibilities, age-appropriate social skills, and classroom organization. This was done to better understand how the PD impacted knowledge, skills, and confidence by each prosocial skill area. This was also done to clearly see which areas were impacted the most and the least. Additionally, an overall means analysis on perceived prosocial skills impact was done looking at the "average response to prosocial skills responses" and the "average response to prosocial skills confidence responses" provided by participants.

During the analyses, the researcher first computed descriptive statistics (item means, minimum and maximum values, standard deviations) for the three survey items pertaining to

classroom transitions. This data was grouped together and displayed in a table. Then, the frequencies for item responses were computed for the same items and shown individually as histograms. The frequency tables for each of the transition items were placed in the Appendices section to provide more detailed information on these items. This process was repeated for all items within each of the other three prosocial skill areas (roles and responsibilities, age-appropriate social skills, classroom organization), and the prosocial skills means analysis. Therefore, the impact the PD had on teachers perceived ability to implement prosocial skills in their classrooms were determined based on descriptive statistics, histograms, and frequencies. Finally, after analyzing the data for all four areas, the overall impact on knowledge, skills and confidence was briefly discussed.

Phase two.

The second set of analyses conducted from the survey data looked at how teacher's experience level (years in teaching) impacted their knowledge, skills, and confidence. ECE teachers who attended the PD sessions had varying years of experience. To gather the years of experience each teacher had, participants were asked to self-report their years of experience teaching in ECE classrooms. This data was grouped according to the three experience levels of: Novice Teachers (0-2 years of experience), Practiced Teachers (3-9 years of experience), and Experienced Teachers (10 or more years of experience). In order to determine how these experience levels impacted teachers after engaging in PD, the researcher first used descriptive statistics to compute an average for each of the areas of knowledge, skills, and confidence; this was done using items 94-108. Specifically, items 94-97 were used for the knowledge mean, items 98-104 were used for skills, and items 105-108 were grouped for confidence.

Additionally, the overall average for the means analyses "average response to prosocial skills

responses” and “average response to prosocial confidence responses” were computed for each of the three experience groups. The “average response to prosocial skills responses” was computed using both the knowledge and skills items. ANOVA was then run to determine if there was a relation between the two variables (years in teaching and perceived impact). This was done for each of the knowledge, skills, and confidence areas, as well as the overall means analyses.

Finally, the ANOVA and effect size were analyzed per area.

Chapter IV

Results

Overview

It is evident that there is a growing need for young children, especially in the state of Texas, to gain appropriate prosocial skills as they enter ECE classrooms. As previously stated, in Texas as the population rises (Mackun & Wilson, 2011), the state is faced with a rising number of children entering schools (Ryon et al., 2016.). Another challenge is that the majority of students enrolled in the Texas public school system come from disadvantaged backgrounds. According to the 2014-2015 TAPR, 52% of students in the Texas public school system were Hispanic, while only 12.6% were African American and 28.9% Caucasian. There were 58.8% reported to be economically disadvantaged, according to the 2014-2015 TAPR, and 51.2% were considered “at risk.” These large percentages indicate over half of the children being served in Texas schools are coming from low socio-economic households. Children living in these home environments are more likely to experience poor social, emotional and cognitive outcomes (Raver & Knitze, 2002), which means many of these young children will not have the prosocial skills needed to be successful upon entering school. Moreover, these young children are often served in low-quality ECE programs, with inexperienced teachers, who do not have the knowledge and skills to effectively facilitate prosocial skill development (LoCasale-Crouch et al., 2007). Considering this, there is a need for teachers to have the knowledge, skills, and confidence to facilitate prosocial skills for young children in their ECE classrooms.

Purpose and Analysis of Research Questions

The purpose of this study was to concentrate on an overarching educational issue and need that is currently facing the ECE system, particularly in Texas. Specifically, this study was

conducted to determine if providing effective PD to ECE teachers can impact their knowledge, skills, and confidence to facilitate prosocial skills using classroom transitions, roles and responsibilities, teaching age-appropriate social skills, and classroom organization. Additionally, this study was conducted to determine any impacts effective PD would have for teachers in relation to their years of experience teaching young children. Therefore, two questions were asked:

1. To what extent does PD training impact teachers' perceived knowledge, skills, and confidence to facilitate prosocial skills in their classrooms for early childhood age children?
2. To what extent does experience impact teacher's knowledge, skills, and confidence when they engage in PD to implement prosocial skills in early childhood classrooms?

Phase One: Survey Results of Perceived Impact on Knowledge, Skills, and Confidence

The data used for phase one of this study was previously collected under the C³Coaching Grant. Participants were teachers in the greater Houston area, who were eligible to attend based on the following criteria: currently an ECE teacher at a district partnering with the University of Houston-College of Education as part of the C³Coaching Grant, and planned to teach preschool ages three to five the following academic year. Participants who attended the C³Coaching Academy completed a survey following the PD, where they rated the perceived impact the training had on their knowledge, skills, and confidence to facilitate prosocial skills using classroom transitions, roles and responsibilities, teaching age-appropriate social skills, and classroom organization. Data analyses (teacher responses) for phase one were grouped according to these four areas to better understand how the PD impacted knowledge, skills, and

confidence in each area. Additionally, an overall means analysis on perceived prosocial skills impact was done.

Results of Perceived Impact on Facilitating Transitions

Descriptive statistics for the participants' responses to the survey items in the area of transitions (survey items 95, 99, 106) were computed and analyzed using the SPSS software program. The mean value for all transition items ranged from 4.07 to 4.17, with the highest item (4.17) rating how confident teachers are in facilitating transitions in their ECE classrooms as a consequence of training. The lowest rated item (4.07) was related to the impact of training on teacher's acquisition of the skills to improve transitions for students. While this is the lowest value in the set of responses for transitions, the item mean was still above a "4" rating on the Likert scale, indicating major impact. The means for all three items relating to knowledge, skills and confidence for classroom transitions all fell on the higher end of the Likert scale, indicating on average, there was a major impact for the majority teachers who attended the PD training. Overall, the minimum value for transition items was 1.00 and the maximum value was 5.00. Based on this, there were participants who did indicate both limited impact and maximum impact following the PD training. The computed values for standard deviations ranged from 0.82 to 0.99. The means, minimum and maximum values, and standard deviations for the three transition items are shown in Table 12.

Table 12

Means, Minimum and Maximum Values, & Standard Deviations for Transition Items

Survey Item	N	Minimum	Maximum	Mean	Standard Deviation
. . increased my knowledge about the importance of incorporating transition activities for my students.	418	1.00	5.00	4.08	.99
. . acquired the skills to improve transitions for my students.	417	1.00	5.00	4.07	.94
How confident are you in teaching Transitions?	416	1.00	5.00	4.17	.82

To explore the distribution of impact for each of these items, frequencies for items relating to facilitating transitions are also provided. The figures help us to understand the overall distribution of each item's response pattern, and to understand the impact the PD training had on the participants. Frequencies were grouped by item response using the SPSS software program. Results for the frequencies of responses for items 95, 99, 106 are displayed as histograms in Figures 1-3. Frequency tables for these items can be found in Appendix A.

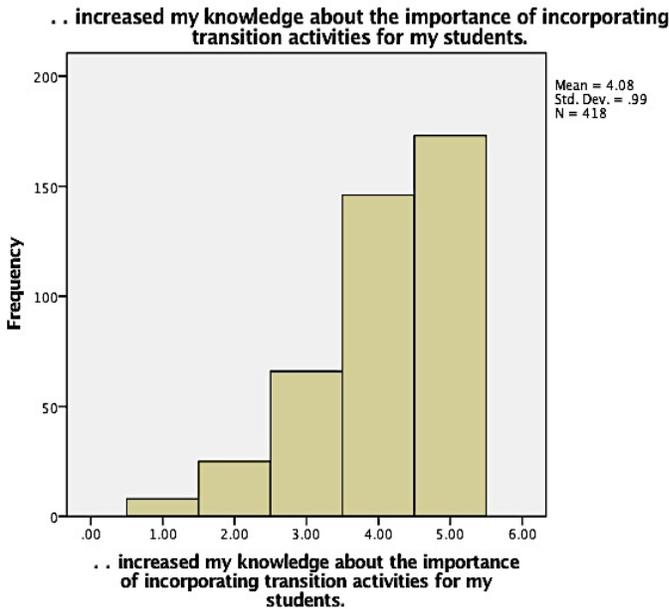


Figure 1. Frequency distribution for response to item on increasing knowledge on the importance of incorporating transition activities in to ECE classrooms.

Figure 1 depicts the frequency responses for teacher’s increasing their knowledge on the importance of incorporating transition activities in their ECE classrooms as a result of attending the PD training. Of the 419 participants, 418 responded to this item. Approximately 35 percent of the participants rated this item a 4 and about 41 percent of participants rated this item a 5. Teachers who rated this item on the limited impact side of the Likert scale (rating 1 and 2) only accounted for a total of about 8 percent of participants. Based on this, the PD training had a very large percentage of teachers who indicated major impact on increasing their knowledge of transition activities due to the PD training.

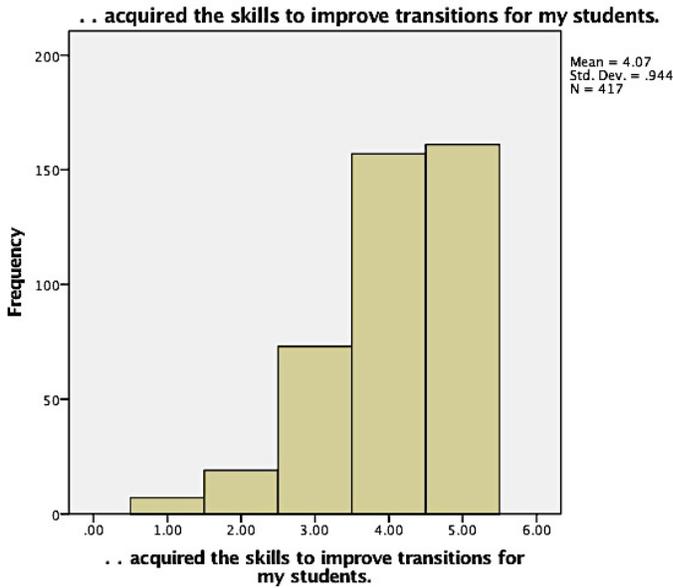


Figure 2. Frequency distribution for response to item on acquiring the skills to improve transitions for young children.

Figure 2 displays the frequency responses for teacher’s acquiring the skills to improve classroom transitions as a result of attending the PD training. There were 417 participants who responded to this item. Approximately 38 percent of the participants rated this item a 4 and about 38 percent of participants rated this item a 5. Teachers who indicated limited impact (rating 1 and 2) consisted of about 6 percent of all teachers who attended the PD training. The bulk of participants report that they acquired new skills to improve transitions in their ECE classrooms. Therefore, the frequency distribution for this item suggests that the PD training had a major impact on nearly all the teachers’ skills in the area of facilitating transitions. It also indicates the PD training was beneficial to the majority of teachers in helping them acquire the skills they need to improve transitions for young children.

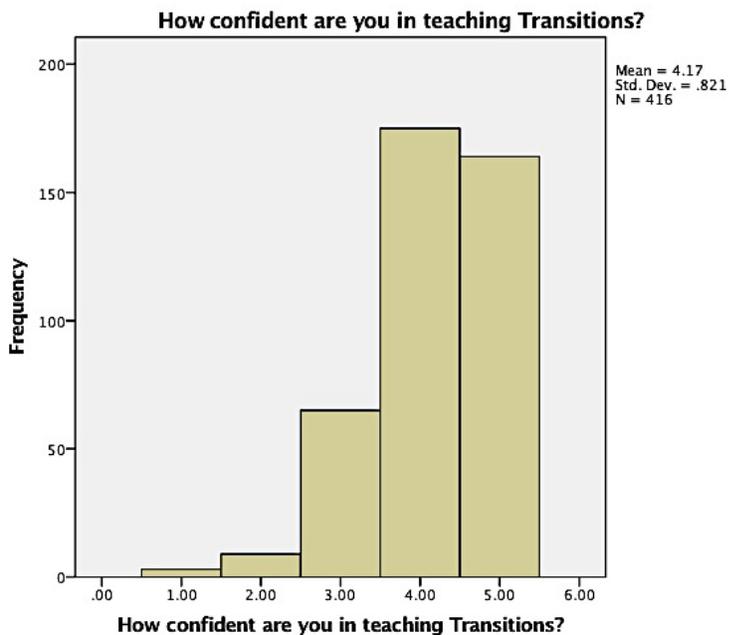


Figure 3. Frequency distribution for response to item on overall confidence facilitating transitions in ECE classrooms.

Figure 3 depicts the frequency responses for teachers' overall confidence in teaching transitions as a result of the PD training. Of the 419 participants, 416 responded to this item. Approximately 42 percent of the participants rated this item a 4 and about 39 percent of participants rated this item a 5. Teachers who rated this item as limited impact on their confidence (rating 1 and 2) only accounted for a total of about 3 percent of participants. Therefore, the greater part of the sample reported that the PD training had a “major impact” on their confidence in facilitating classroom transitions, or, that they were more confident in facilitating transitions as a consequence of the training.

Results of Perceived Impact on Facilitating Roles and Responsibilities

Descriptive statistics for the participants' responses to the survey items in the area of roles and responsibilities (survey items 96, 100, 107) were also computed and analyzed using the SPSS software program. The mean value for all roles and responsibilities items ranged from

4.00 to 4.29. The highest rated item in the set of responses pertained to teacher's perceived confidence in facilitating roles and responsibilities, as a result of attending the PD training (M=4.29). The item with the lowest mean (4.00) was related to learning a variety of roles and responsibilities for young children through attending the PD sessions. Despite this item being the lowest in the set of responses, it also falls on the "major impact" side of the Likert scale; this indicates the PD training had a positive effect on teachers, and the majority of them learned a variety of roles and responsibilities to use in their ECE classrooms. The means for all three items in this set (relating to knowledge, skills and confidence) fell on the higher end of the Likert scale; this indicates, on average, overall the PD training also had a major impact on the majority of teachers to facilitate roles and responsibilities in their ECE classrooms. The minimum value reported for roles and responsibilities items was 1.00 and the maximum value was 5.00. The computed values for standard deviations ranged from 0.78 to 0.99. The means, minimum and maximum values, and standard deviations for the three roles and responsibilities items are shown in Table 13.

Table 13

Means, Minimum and Maximum Values, & Standard Deviations for Roles and Responsibilities Items

Survey Item	N	Minimum	Maximum	Mean	Standard Deviation
. . . increased my knowledge about the importance of providing my students with roles and responsibilities within the classroom.	417	1.00	5.00	4.03	.99
. . . learned a variety of roles and responsibilities that my students can have in my classroom.	416	1.00	5.00	4.00	.96
How confident are you in teaching Roles and Responsibilities?	415	1.00	5.00	4.29	.78

The distribution of impact was investigated for each of these items, to further determine how the training impacted teachers in this area. Frequencies for each of the items response pattern are provided as histograms in Figures 4-6. Frequencies of these responses predominately fell between values of 4 and 5 (major impact). Tables of the frequency distributions for each item for roles and responsibilities are provided in Appendix B.

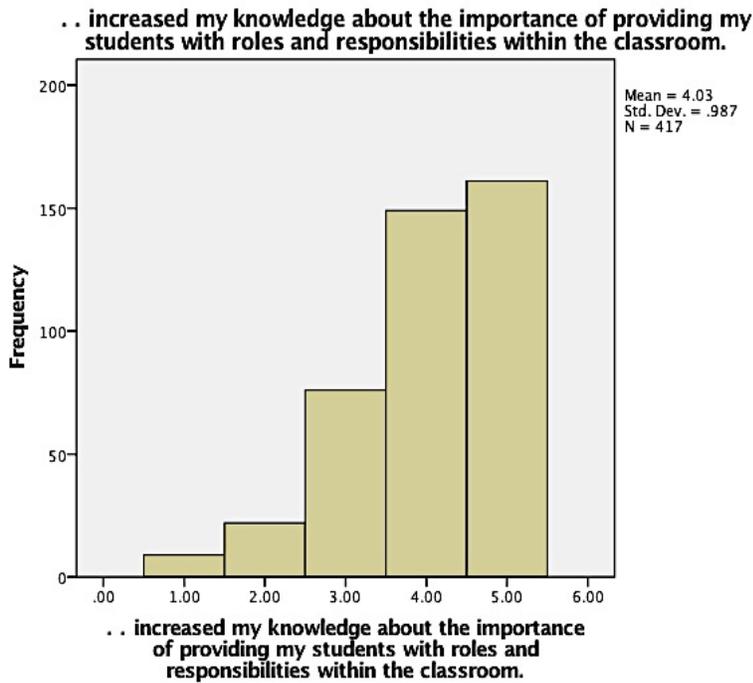
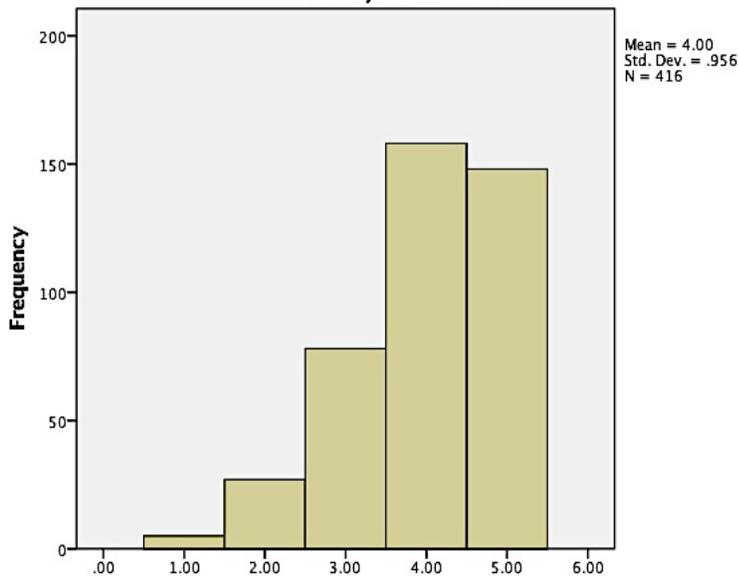


Figure 4. Frequency distribution for response to item on increasing knowledge on the importance of providing students with roles and responsibilities.

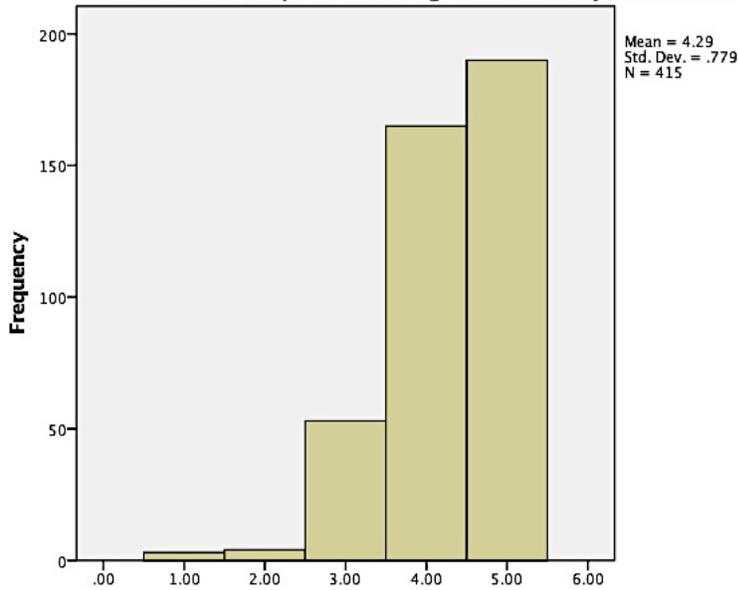
.. learned a variety of roles and responsibilities that my students can have in my classroom.



.. learned a variety of roles and responsibilities that my students can have in my classroom.

Figure 5. Frequency distribution for response to item on learning a variety of skills in the area of roles and responsibilities to implement in the classroom.

How confident are you in teaching Roles and Responsibilities?



How confident are you in teaching Roles and Responsibilities?

Figure 6. Frequency distribution for response to item on overall confidence teaching roles and responsibilities in ECE classrooms.

Overall, each of the distributions for all three roles and responsibilities items are negatively skewed, as shown in Figures 4, 5, and 6. Each of these figures illustrates the majority of responses in each set were rated in upper values of impact (right side) by participants; a very low number of teachers rated each of these items “limited impact” as a consequence of training. Figure 4 shows approximately 36 percent of the participants rated increasing their knowledge a 4 and about 39 percent of participants rated this item a 5. Figure 5 shows that after attending the PD training, approximately 38 percent of participants rated learning a variety of roles and responsibilities students can have in the classroom a 4 and approximately 36 percent rated this item a 5. Finally, Figure 6 shows overall confidence ratings in facilitating roles and responsibilities. In all, approximately 86 percent of participants rated their confidence in facilitating roles and responsibilities on the “major impact” (right side) of the Likert scale, after attending the C³Coaching Academy. Approximately 40 percent of participants rated this item a 4 and approximately 46 percent rated this item a 5. Based on this, the larger part of teachers who attended the C³Coaching Academy report that they increased their knowledge, skills, and confidence in facilitating roles and responsibilities as a result of attending the PD training. These results also suggest PD training was valuable to the majority of teachers for improving facilitation of roles and responsibilities in their ECE classrooms.

Results of Perceived Impact on Facilitating Age-Appropriate Social Skills

Descriptive statistics for the participants’ responses to the survey items in the area of age-appropriate social skills (survey items 97, 102, 104, 108) were computed and analyzed. The mean value for all age-appropriate social skills items ranged from 3.79 to 4.32, with the highest item (4.32) rating how confident teachers are in facilitating age-appropriate social skills as a result of being provided effective PD in this area. The lowest rated item (3.79) was related to the

impact of training on teacher's acquisition of the skills to assess the social skills of students in their classrooms. The minimum value for age-appropriate social skills items was 1.00 and the maximum value was 5.00. The computed values for standard deviations ranged from 0.76 to 1.06. The means, minimum and maximum values, and standard deviations for the four items in this area are shown in Table 14.

Table 14

Means, Minimum and Maximum Values, & Standard Deviations for Social Skills Items

Survey Item	N	Minimum	Maximum	Mean	Standard Deviation
.. increased my knowledge about age-appropriate social skills for my students.	418	1.00	5.00	3.89	1.05
.. acquired the skills to assess the social skills of students in my classroom.	416	1.00	5.00	3.79	1.02
.. acquired the skills to remediate the social skills difficulties of students in my classroom.	416	1.00	5.00	3.86	1.01
How confident are you in teaching age-appropriate Social Skills?	415	1.00	5.00	4.32	.76

Frequencies for how participants rated each item in this area are shown as histograms in Figures 7-10. Similar to impact the PD training had on the prosocial skills areas of transitions and roles and responsibilities, the distribution of values for all age appropriate social skills items predominately indicated major impact with rating values of 4 and 5. Tables of the frequency distributions for each item for age-appropriate social skills are provided in Appendix C.

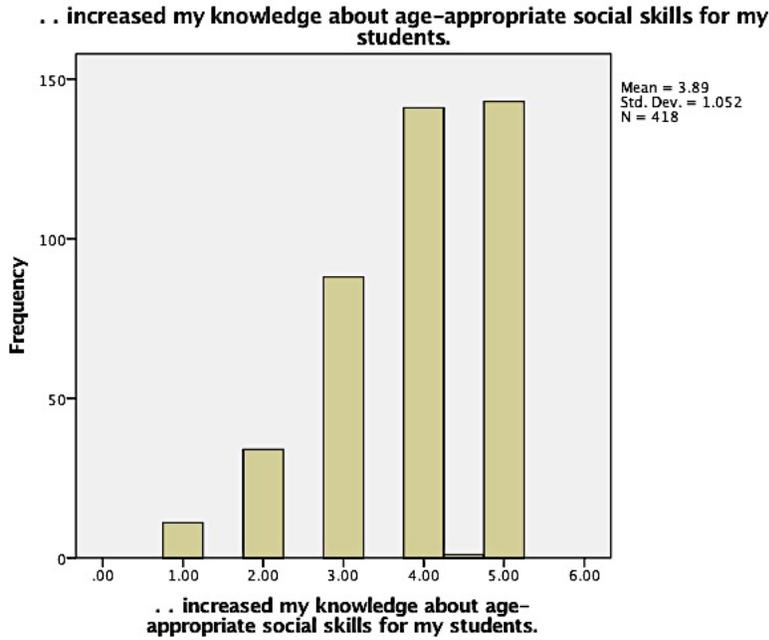


Figure 7. Frequency distribution for response to item on increasing knowledge about age-appropriate social skills.

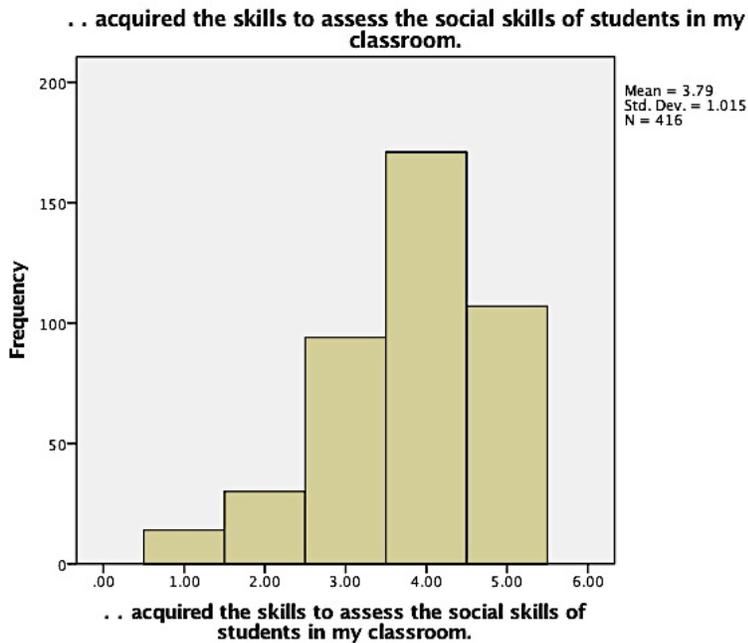


Figure 8. Frequency distribution for response to item on acquiring the skills to assess social skills of students.



Figure 9. Frequency distribution for response to item on acquiring the skills to remediate social skills difficulties of students.



Figure 10. Frequency distribution for response to item on overall confidence teaching age-appropriate social skills in ECE classrooms.

The frequency distributions for the four age-appropriate social skills items reflect that the PD training positively impacted teacher's knowledge, skills, and confidence in this area. This is easily visible in each of negatively skewed distributions (Figures 7-10) for each item in this set of responses. Figure 7 shows that approximately 68.2 percent of participants reported the PD training had a major impact on increasing their knowledge on how to facilitate age-appropriate social skills; specifically, 34 percent of participants rated this item a 4, 0.2 percent rated it a 4.50, and approximately 34 percent rated it a 5. (Note: A participant wrote the 4.50 rating on the survey). In the same way, the PD training had a significant impact on teacher's gaining skills to assess the social skills of young children in their classrooms and remediate the social skills of young children in their classrooms. Figure 8 (item on assessing social skills) resulted in approximately 41 percent of participants rating the item a 4 and approximately 26 percent of participants rating the item a 5 after receiving PD coaching. Figure 9 shows the results for gaining skills to remediate social skills difficulties in ECE classrooms; approximately 40 percent of teachers rated this item a 4 and approximately 29 percent of participants rated this as a 5 due to attending the PD training. Although all three of these item distributions indicate the PD training had a major impact on teachers in the age-appropriate social skills area, the biggest impact after attending the training sessions can be seen in the confidence item (Figure 10). Ratings of the impact the PD sessions had on teacher confidence in the area of age-appropriate social skills revealed that approximately 41 percent of participants rated this item a 4 and approximately 47 percent rated this item a 5. The total percentage of impact on confidence for 4 and 5 ratings alone account for 88 percent of participant responses, while only 1.9 percent of participants rated this item limited impact (1 and 2). It can be determined through the values in this set of responses, when ECE teachers are provided effective PD in the area of age-appropriate

social skills, they become significantly more confident in their ability to facilitate these skills in the classroom.

Results of Perceived Impact on Facilitating Classroom Organization

Finally, descriptive statistics were also figured for the responses to the survey items in the area of classroom organization. This area had the most items on the survey with a total of five; these were survey items 94, 98, 101, 103, and 105. The mean value for all classroom organization items ranged from 3.83 to 4.20. In this area, the highest mean (4.20) was related to overall confidence facilitating classroom organization as a consequence of training, and the lowest mean (3.83) was linked to acquiring the skills to remediate organizational problems as a consequence of training. The minimum value for classroom organization items was 1.00 and the maximum value was 5.00. The computed values for standard deviations ranged from 0.83 to 1.05. The means, minimum and maximum values, and standard deviations for the four items in this area are shown in Table 15.

Table 15

Means, Minimum and Maximum Values, & Standard Deviations for Organization Items

Survey Item	N	Minimum	Maximum	Mean	Standard Deviation
. . . increased my knowledge about the importance of classroom organization for my students.	418	1.00	5.00	4.14	1.05
. . . acquired the skills to improve my classroom organization.	417	1.00	5.00	4.12	.97
. . . acquired the skills to assess my classroom's organization.	416	1.00	5.00	3.88	1.00
. . . acquired the skills to remediate organizational problems in my classroom.	417	1.00	5.00	3.83	1.03
How confident are you in Classroom Organization?	416	1.00	5.00	4.20	.83

To explore the distribution of impact for each of these items, frequencies for the five classroom organization items are also provided. Again, these figures help us to understand the overall distribution of each item’s response pattern, and to understand the impact the PD training had on the participants. Frequencies for classroom organization were grouped by item response; the results can be seen in Figures 11-15. Tables of the frequency distributions for these survey items are provided in Appendix D.

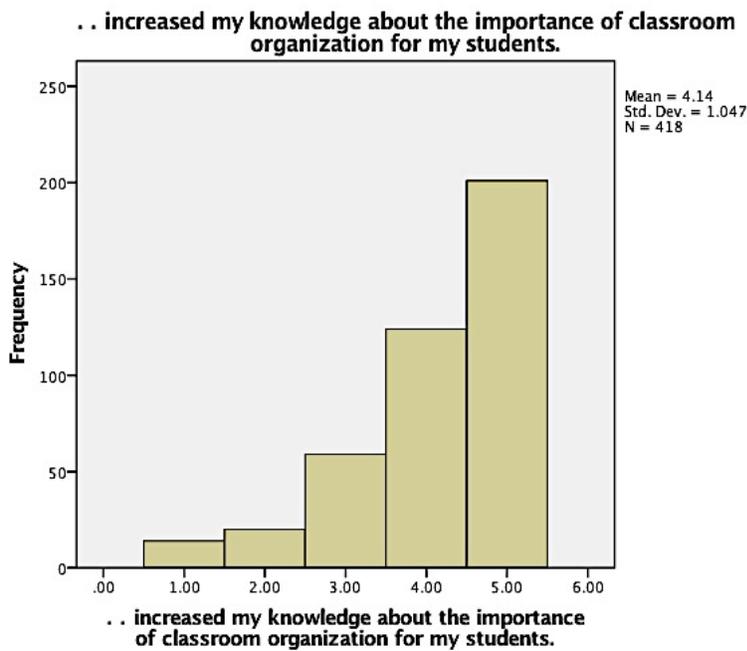


Figure 11. Frequency distribution for response to item on increasing knowledge about the importance of classroom organization.

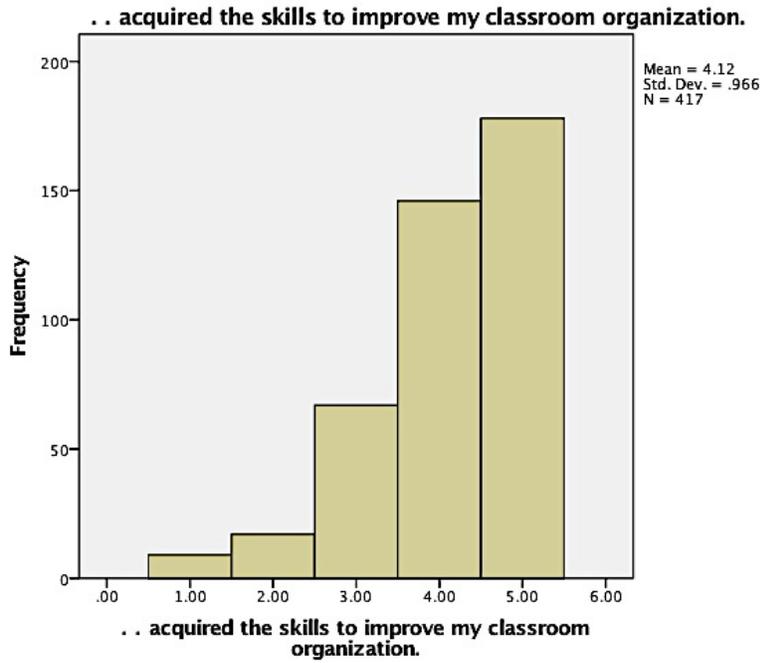


Figure 12. Frequency distribution for response to item on acquiring the skills to improve classroom organization.

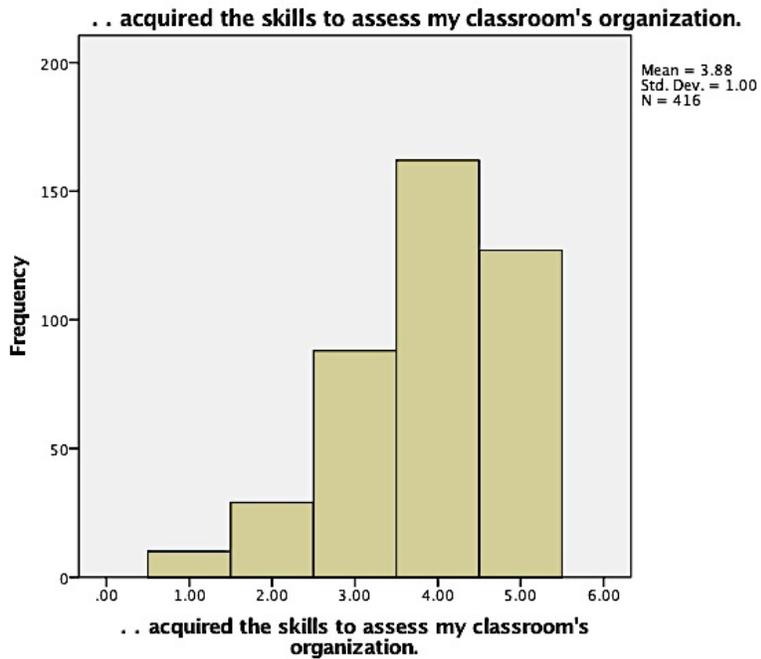


Figure 13. Frequency distribution for response to item on acquiring the skills to assess classroom organization.

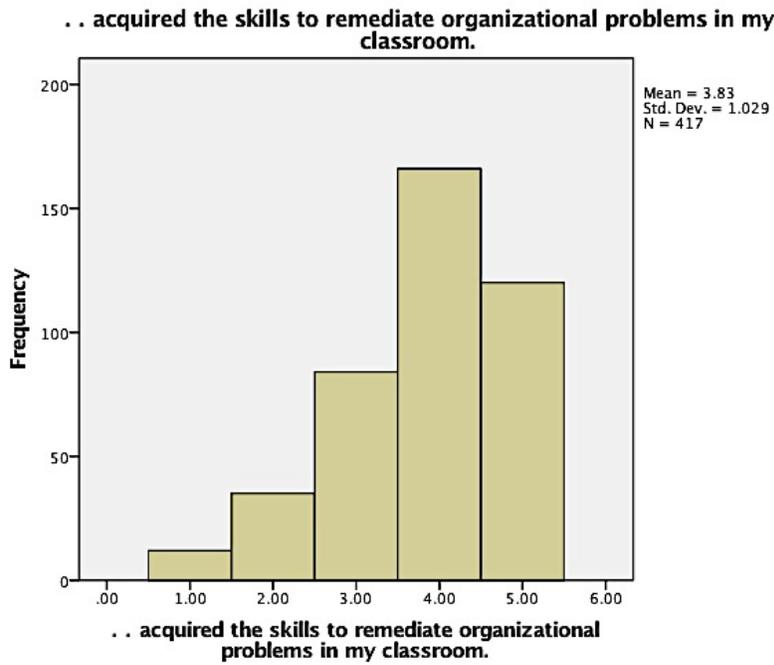


Figure 14. Frequency distribution for response to item on acquiring the skills to remediate classroom organizational problems.

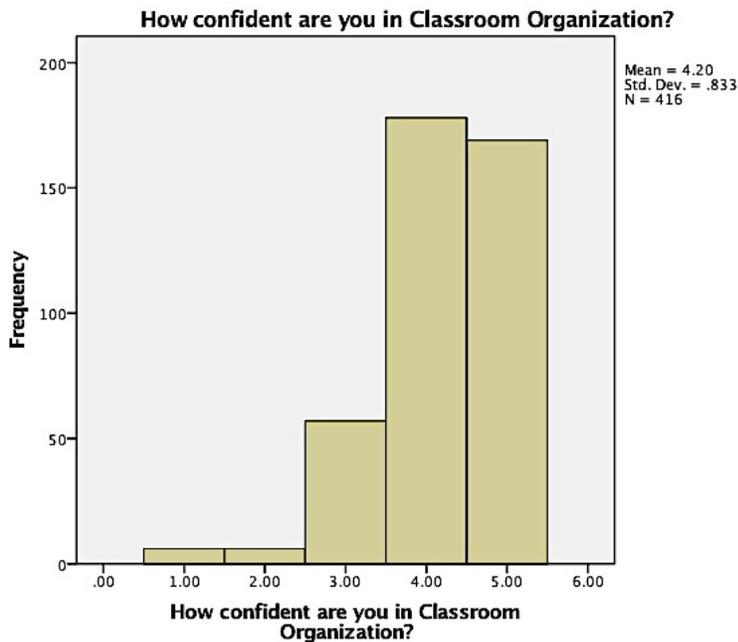


Figure 15. Frequency distribution for overall confidence in facilitating classroom organization.

Largely, in this prosocial skills area, the bulk of participant’s report that their perceived ability to facilitate classroom organization increased as a result of attending the C³Coaching

Academy. As shown in Figure 11, after attending the PD sessions, approximately 30 percent of the participants rated increasing their knowledge about the importance of classroom organization as a 4 on the Likert scale. On this same item, approximately 48 percent of participants rated a 5. Figure 12 depicts item responses to acquiring the skills to improve classroom organization. On this item, about 35 percent of participants reported their perceived ability to be a 4 and approximately 43 percent rated this item a 5 after receiving effective PD. Figure 13 shows the distribution of responses for the item relating to acquiring skills to assess classroom organization. Roughly 39 percent of participants rated this item a 4 and about 31 percent rated this item a 5. Figure 14 shows the distribution in regards to acquiring the skills to remediate classroom organizational problems. This item overall was rated the lowest in the set of responses for classroom organization. On this item, approximately 40 percent of participants reported the training had a 4 impact and approximately 29 percent rated it a 5. Despite this item being the lowest rated for classroom organization in terms of “major impact,” the data revealed that still a large percentage (69%) of participants indicated the training had a major impact on teachers’ perceived ability to remediate classroom organizational problems in their ECE classrooms. Lastly, Figure 15 shows the participants responses to overall confidence facilitating classroom organization as a result of receiving instruction in this area. In contrast to Figure 14, which was the lowest rated item, Figure 15 was the highest rated item by participants in this area. On this item, about 42 percent of participants and a 5 by approximately 41 percent of participants rated this item a 4. Overall in the area of classroom organization, the negatively skewed distribution for each classroom organization item on the survey reveal that the majority of teachers rated each item on the “major impact” side of the Likert scale; this suggests the PD training had a

substantial and positive impact on ECE teacher's perceived ability to facilitate classroom organization in their classrooms.

Results of Prosocial Skills Means Analyses

Descriptive statistics were also computed using the SPSS program to further analyze the "mean," or average, response to all the prosocial skills responses provided by the participants on the survey. This was also done for the average response to all prosocial skills responses pertaining to "confidence" level. Table 16 shows the means, minimum and maximum values, and standard deviations for these analyses. The mean value for "average response to prosocial skills responses" was 3.97, while the mean value for "average response to prosocial skills confidence responses" was slightly higher at 4.24. With the average response to prosocial skills responses being around a rating of 4, overall, it can be concluded that the PD training generally had a high impact on increasing teacher's knowledge and skills in this area. In the same way, the average response to prosocial skills confidence responses was a 4.24; this mean also fell on the high end of impact. These results indicate the PD training was important and successful in increasing overall confidence in the prosocial skills area for teachers who attended the training. In regards to minimum and maximum values, the minimum value for the average to prosocial skills confidence responses was 1, while the minimum for the average to prosocial skills responses was 1.09. A minimum value of 1.09 suggests that the average responses to prosocial skills responses was slightly higher than the minimum start value (1), and the PD training had some form of impact in this area on the majority of teachers-even if only slight. Both of these analyses resulted in a maximum value of 5, and the computed values for standard deviations ranged from 0.68 to 0.85.

Table 16

Means, Minimum and Maximum Values, & Standard Deviations for Average Response to Prosocial Skills Responses on the Survey

Average Response	N	Minimum	Maximum	Mean	Standard Deviation
Average response to prosocial skills responses	418	1.09	5.00	3.97	.85
Average response to prosocial skills confidence responses	417	1.00	5.00	4.24	.68

Additionally, frequencies for the average responses for prosocial skills responses and prosocial skills confidence responses were computed to further study the overall impact the PD training had on teachers' knowledge, skills, and confidence. Results for the frequencies of overall mean responses and overall mean confidence are presented as histograms in Figures 16 and 17. The distribution for each of the averages predominately fell in a range of values between 4 and 5; therefore, the average response to items on the survey were rated as having a major impact on perceived ability to facilitate prosocial after attending the PD training. Tables of the frequency distributions for these analyses can be found in Appendix E.

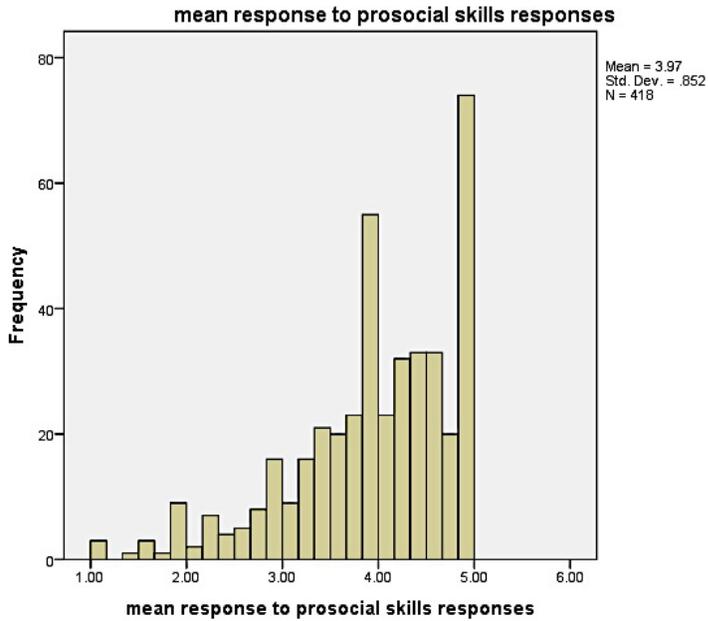


Figure 16. Frequency distribution for the average response to prosocial skills responses on the survey.

Overall, when looking at the mean response to prosocial skills responses, approximately 61 percent of the distribution fell in the “high impact” range with ratings between 4 and 5. Approximately 28 percent of the distribution fell in the middle range (3.00-3.91), and about 11 percent fell in the “low impact” range (1.09-2.91). Based on this, on average, teacher’s responses to prosocial skills items fell in the high impact range.

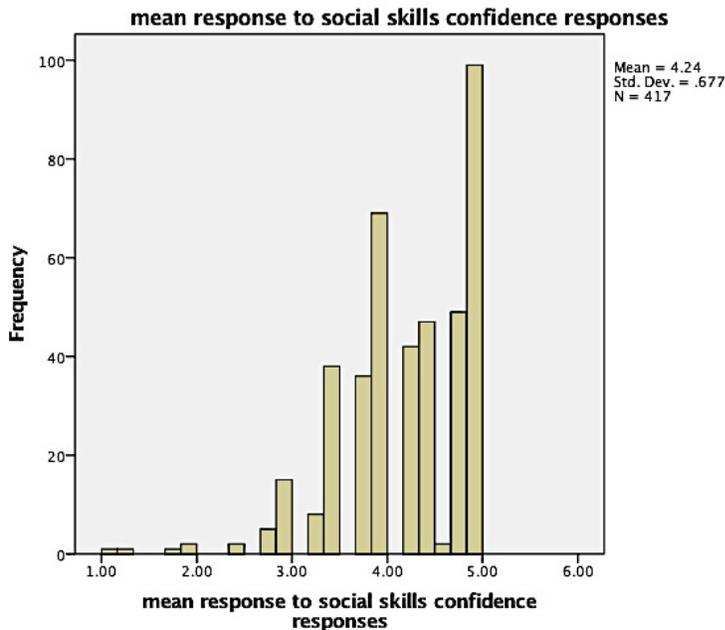


Figure 17. Frequency distribution for the average response to prosocial skills confidence responses on the survey.

Figure 17 shows the mean responses (as rated by teachers) for prosocial skills confidence. The results indicate based on the average response, the PD training had sizeable and significant impact on prosocial skills confidence. The distribution shows approximately 74 percent of the responses fell in the “high impact” range with ratings between 4 and 5. Approximately 23 percent of the distribution fell in the middle range (3.00-3.75), and about 3 percent fell in the “low impact” range (1.00-2.75).

Overall Impact on Knowledge, Skills, and Confidence

Based on the descriptive statistics and frequencies displayed in the tables and figures above, teachers increased their knowledge, skills, and confidence in all four areas (transitions, roles and responsibilities, age-appropriate social skills, classroom organization) due to the PD training. Additionally, the results in all four areas also show the impact that the PD training had on teacher knowledge, skills, and confidence was significant; this can be seen through the sizable

responses for all items with ratings in the “high impact” range (4-5). Based on the overall results of responses to items, it can be determined that teacher confidence was impacted the most for all four areas as a result of attending the PD training. In each area, the confidence mean is higher than any of the other survey items for the same area. This also indicates that when teachers increase their knowledge and skills to facilitate prosocial skills, it impacts their confidence to a higher degree.

Phase Two: Survey Results of the Impact on Years of Experience Related to PD

The data used for phase two of this study was also previously collected after all the C³Coaching Academy sessions were completed. Participants who attended the academy self-reported their years of experience teaching in ECE classrooms, as well as responded to items indicating the impact the PD training had on their knowledge, skills and confidence to facilitate prosocial skills in the areas of transitions, roles and responsibilities, age-appropriate social skills, and classroom organization. On the survey, teachers used a Likert Scale, where a rating of 1 indicated “Limited Impact” and a rating of 5 indicating “Major Impact.”

The SPSS software program was used to compute and analyze the collected data within phase two. The analyses within phase two included grouping the self-reported experience data in to the following three levels: Novice Teachers are those with 0-2 years of experience; Practiced Teachers are those with 3-9 years; and Experienced Teachers have 10 or more years of experience. ANOVA was run for each of the experience levels and the reported impact the training on teacher’s knowledge, skills and confidence. The results are displayed in tables, and the significance and effect size are discussed.

Knowledge Means

Participants responded to items on the survey after attending the training, where they rated how the PD training impacted their knowledge to facilitate prosocial skills in each of the four areas. Descriptive statistics were computed, including the average response (per experience level) for each knowledge item. The overall mean for the three experience levels on each of the knowledge items has been provided in Table 17.

Table 17

Mean Response to Knowledge Items by Experience Level

Ranges of Experience		... increased my knowledge about the importance of classroom organization for my students.	... increased my knowledge about the importance of incorporating transition activities for my students.	... increased my knowledge about the importance of providing my students with roles responsibilities in the classroom.	... increased my knowledge about age-appropriate social skills for my students.
Novice Teacher	Mean	4.21	4.15	4.07	3.94
	N	144	144	144	144
	Std. Deviation	.97	.90	.95	1.06
	Minimum	1.00	2.00	1.00	1.00
Practiced Teacher	Maximum	5.00	5.00	5.00	5.00
	Mean	4.07	4.02	4.03	3.88
	N	178	178	178	178
	Std. Deviation	1.06	1.04	.99	1.04
Experienced Teacher	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00
	Mean	4.19	4.07	3.99	3.84
	N	96	96	95	96
Total	Std. Deviation	1.13	1.04	1.04	1.08
	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00
	Mean	4.14	4.08	4.03	3.89
	N	418	418	417	418
	Std. Deviation	1.05	.99	.99	1.05
	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00

The means shown in Table 17 help us to understand, on average, how the PD training impacted teachers by experience level. Specifically, the table shows (on average) the impact the PD training had on teachers gaining knowledge to facilitate prosocial skills for transition activities, roles and responsibilities, age-appropriate social skills, and classroom organization. When looking at how teachers rated impact as a consequence of training, it can be seen that for Novice Teachers, the lowest rated knowledge item ($M=3.94$) was related to the impact the training had on increasing knowledge in the area of age-appropriate social skills. This was consistent across experience levels; this item also had the lowest mean for all knowledge items when looking at the mean for Practiced Teachers ($M=3.88$) and Experienced Teachers ($M=3.84$). The overall mean when combining all experience levels for this item was also the lowest ($M=3.89$). Therefore, holistically, teacher's responses imply their knowledge in gaining age-appropriate social skills after attending the C³Coaching Academy was impacted the least out of all four areas. Despite this, the means do indicate a large amount of knowledge was still gained.

When looking at all the descriptive statistics for knowledge items, an interesting finding was revealed when looking at how Novice Teachers rated increasing their knowledge in the area of transition activities. The minimum value for all Novice Teacher ratings on this item was a 2.00. This rating indicates, that all Novice Teachers indicated (as a result of attending the PD training), their knowledge to facilitate classroom transitions was impacted to a greater degree than the minimum value possible on the Likert Scale (1).

Knowledge ANOVA

An analysis of variance (ANOVA) was conducted to explore the impact the C³Coaching Academy had on teacher knowledge, when taking in to account the years of experience these

educators already had teaching young children. The results of the ANOVA are displayed in Table 18.

Table 18

Results of ANOVA: Knowledge and Experience Level

Survey Item* Experience Level		Sum of Squares	df	Mean Square	F	Sig.
... increased my knowledge about the importance of classroom organization for my students. * Ranges of Experience	Between Groups (Combined)	1.82	2	.91	.83	.44
	Within Groups	455.57	415	1.10		
	Total	457.39	417			
... increased my knowledge about the importance of incorporating transition activities for my students. * Ranges of Experience	Between Groups (Combined)	1.36	2	.68	.69	.50
	Within Groups	407.04	415	.98		
	Total	408.40	417			
... increased my knowledge about the importance of providing my students with roles and responsibilities within the classroom. * Ranges of Experience	Between Groups (Combined)	.38	2	.19	.19	.83
	Within Groups	405.16	414	.98		
	Total	405.53	416			
... increased my knowledge about age-appropriate social skills for my students. * Ranges of Experience	Between Groups (Combined)	.55	2	.28	.25	.78
	Within Groups	460.75	415	1.11		
	Total	461.30	417			

When looking at experience level and the impact teachers reported the training had on their knowledge to facilitate prosocial skills, the analysis revealed the relationship for any of the four knowledge items was not significant. The significance threshold was set at $p = .0125$ (*Bonferroni* of overall $p < 0.05$ adjusted by the four items). Each of these values for the four knowledge items is greater than the significance threshold set ($p > .0125$) Therefore, when looking at experience level and the impact the training had on teacher’s knowledge, there was no

significant difference for impact between/within the groups of experience levels. The effect sizes for the ANOVAs were also computed and are shown in Table 19.

Table 19

Effect Size for Knowledge ANOVAs

Survey Item*Experience Level	Eta (η)	Eta ² (η^2)
. . increased my knowledge about the importance of classroom organization for my students. * Ranges of Experience	.06	.004
. . increased my knowledge about the importance of incorporating transition activities for my students. * Ranges of Experience	.06	.003
. . increased my knowledge about the importance of providing my students with roles and responsibilities within the classroom. * Ranges of Experience	.03	.001
. . increased my knowledge about age-appropriate social skills for my students. * Ranges of Experience	.04	.001

Effect sizes (Eta²) in Table 19 show the effect size for each knowledge item. The effect sizes have been set at .10 (small), .30 (medium), and .50 or higher (large). The effect sizes for each of the four knowledge items ranged from $\eta^2 = .001$ - $\eta^2 = .004$; based on these results, all the effect sizes for the four knowledge items were very small. Overall, results from the ANOVAs and effect sizes indicate (as a consequence of training) all teachers increased their knowledge to facilitate prosocial skills. The results also indicate there is no significant difference between receiving effective instruction at the Novice, Practiced, or Experienced level, as effective PD impacted all ECE teachers in the area of knowledge (regardless of experience level) to a major degree. As expected with non-significant results, these are very small effect sizes.

Skills Means

After attending the C³Coaching Academy, ECE teachers rated the impact the training had on their skills in the areas of transitions, roles and responsibilities, age-appropriate social skills,

and classroom organization. Descriptive statistics were computed, including the average response (per experience level) for each of the skills items on the survey. The overall mean for the three experience levels on each of these items has been provided in Table 20.

Table 20

Mean Response to Skills Items by Experience Level

Ranges of Experience		... acquired the skills to improve classroom organization	... acquired the skills to improve transitions for my students.	... learned a variety of roles responsibilities that my students can have in my classroom.	... acquired the skills to assess my classroom's organization.	... acquired the skills to assess the social skills of students in my classroom.	... acquired the skills to remediate organizational problems in my classroom.	... acquired the skills to remediate social skills difficulties of students in my classroom.
Novice Teacher	Mean	4.13	4.08	3.99	3.87	3.82	3.85	3.84
	N	143	144	143	143	144	144	143
	Std. Deviation	.96	.92	.98	1.02	.99	1.03	.99
	Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Practiced Teacher	Mean	4.07	4.05	4.05	3.86	3.80	3.80	3.88
	N	178	177	177	177	176	177	177
	Std. Deviation	.97	.97	.92	1.00	1.02	1.00	1.01
	Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Experienced Teacher	Mean	4.20	4.09	3.94	3.94	3.71	3.85	3.83
	N	96	96	96	96	96	96	96
	Std. Deviation	.96	.95	.98	.97	1.06	1.09	1.06
	Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Total	Mean	4.12	4.07	4.00	3.88	3.79	3.83	3.86
	N	417	417	416	416	416	417	416
	Std. Deviation	.97	.94	.956	1.00	1.02	1.03	1.01
	Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00

The means presented in Table 20 give us an understanding of how participants perceived their skills were impacted as a result of attending the PD sessions. When analyzing all the means in Table 20, the data revealed that the lowest value of any “skills” item for Novice Teachers and Experienced teachers was from the same item. This survey item was “acquired the skills to assess the social skills of students in my classroom.” The mean for Novice Teachers was

M=3.82, and the mean for Experienced teachers was M=3.71, respectively. This survey item, along with the item “acquired the skills to remediate organizational problems in my classroom” accounted for the lowest means for the Practiced teachers; each of these values was approximately M=3.80. These findings suggest, regardless of experience level an analogous to the knowledge area, all teachers indicated the training had a similar impact on their skills. Specifically, the means show all experience levels indicated their skills to assess the social skills of their students were impacted the least, as a consequence of training. However, each of these mean values falls to the right of the “middle impact” value on the survey rating scale (value of 3). Therefore, although this item mean was the lowest for all experience levels, the data indicates the PD training still had a positive impact on all teachers in this area. Finally, all the highest mean values for each of the three experience levels was to the item “acquired the skills to improve my classroom organization.” This is also supportive of the finding that the PD training had a parallel impact on teachers at all three experience levels.

Skills ANOVA

An analysis of variance (ANOVA) was conducted to explore the impact the PD sessions had on teacher skills, in comparison to experience level. The results of the ANOVA are displayed in Table 21.

Table 21

Results of ANOVA: Skills and Experience Level

Survey Item*Experience Level		Sum of Squares	df	Mean Square	F	Sig.
. . . acquired the skills to improve my classroom organization. * Ranges of Experience	Between Groups (Combined)	.98	2	.49	.52	.59
	Within Groups	387.02	414	.94		
	Total	388.01	416			
. . . acquired the skills to improve transitions for my students. * Ranges of Experience	Between Groups (Combined)	.13	2	.06	.07	.93
	Within Groups	370.86	414	.90		
	Total	370.98	416			
. . . learned a variety of roles and responsibilities that my students can have in my classroom. * Ranges of Experience	Between Groups (Combined)	.86	2	.43	.47	.63
	Within Groups	378.14	413	.92		
	Total	378.20	415			
. . . acquired the skills to assess my classroom's organization. * Ranges of Experience	Between Groups (Combined)	.40	2	.20	.20	.82
	Within Groups	414.83	413	1.00		
	Total	415.23	415			
. . . acquired the skills to assess the social skills of students in my classroom. * Ranges of Experience	Between Groups (Combined)	.78	2	.39	.38	.69
	Within Groups	427.18	413	1.03		
	Total	427.96	415			
. . . acquired the skills to remediate organizational problems in my classroom. * Ranges of Experience	Between Groups (Combined)	.27	2	.14	.13	.88
	Within Groups	439.98	414	1.06		
	Total	440.25	416			
. . . acquired the skills to remediate the social skills difficulties of students in my classroom. * Ranges of Experience	Between Groups (Combined)	.20	2	.10	.10	.90
	Within Groups	425.14	413	1.03		
	Total	425.35	415			

When looking at experience level, and the impact teachers reported the PD training had on their skills in the four prosocial skills areas, the ANOVA showed the relationship between these two variables was not significant. The significance threshold was set at $p = .0125$ (*Bonferroni* of overall $p < 0.05$ adjusted by the seven items). Each of these values for any of the skills items on the survey is greater than the significance threshold set ($p > .0125$). Therefore, when looking at experience level and the impact the training had on teacher's skills, there was no significant difference for impact between/within the groups of experience levels. The effect sizes for the ANOVAs were also computed and are shown in Table 22.

Table 22

Effect Size for Skills ANOVAs

Survey Item*Experience Level	Eta (η)	Eta ² (η^2)
. . acquired the skills to improve my classroom organization. * Ranges of Experience	.05	.003
. . acquired the skills to improve transitions for my students. * Ranges of Experience	.02	.000
. . learned a variety of roles and responsibilities that my students can have in my classroom. * Ranges of Experience	.05	.002
. . acquired the skills to assess my classroom's organization. * Ranges of Experience	.03	.001
. . acquired the skills to assess the social skills of students in my classroom. * Ranges of Experience	.04	.002
. . acquired the skills to remediate organizational problems in my classroom. * Ranges of Experience	.03	.001
. . acquired the skills to remediate the social skills difficulties of students in my classroom. * Ranges of Experience	.02	.000

Effect sizes (Eta²) in Table 22 show the effect size for each skills item. The effect sizes have been set at .10 (small), .30 (medium), and .50 or higher (large). The effect sizes for each of the seven knowledge items ranged from $\eta^2 = .000$ - $\eta^2 = .003$; based on these results, all of the effect sizes for any of the skills items were extremely little. Overall, results from the ANOVAs and effect sizes indicate (as a consequence of training) all teachers' perceived similar impact on their skills to facilitate prosocial skills for transitions, roles and responsibilities, age-appropriate social skills, and classroom organization. The results did not show any significant difference between the three experience levels, and the impact the training had on their skills. These extremely small effect sizes are not surprising, as they are consistent with non-significant results.

Confidence Means

Participants also responded to items on the survey after attending the training, where they rated how the PD training impacted their confidence to facilitate prosocial skills in each of the four areas. Descriptive statistics were computed, including the average response (per experience level) for each confidence item. The overall mean for the three experience levels on each of the confidence items has been provided in Table 17.

Table 23

Mean Response to Confidence Items by Experience Level

Ranges of Experience		How confident are you in Classroom Organization?	How confident are you in teaching Transitions?	How confident are you in teaching Roles and Responsibilities?	How confident are you in teaching age-appropriate Prosocial Skills?
Novice Teacher	Mean	4.12	4.06	4.24	4.22
	N	144	144	143	143
	Std. Deviation	.87	.84	.80	.78
	Minimum	1.00	1.00	2.00	2.00
	Maximum	5.00	5.00	5.00	5.00
Practiced Teacher	Mean	4.18	4.20	4.29	4.35
	N	177	178	178	178
	Std. Deviation	.82	.80	.74	.73
	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00
Experienced Teacher	Mean	4.36	4.30	4.35	4.41
	N	95	94	94	94
	Std. Deviation	.78	.83	.83	.78
	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00
Total	Mean	4.20	4.17	4.29	4.32
	N	416	416	415	415
	Std. Deviation	.83	.82	.78	.76
	Minimum	1.00	1.00	1.00	1.00
	Maximum	5.00	5.00	5.00	5.00

The means shown in Table 23 help us to understand, on average, how the PD training impacted teachers’ confidence by experience level. When looking at all of the mean values for each of the confidence items (by experience level), the data shows that the PD training had a major impact on all teachers’ confidence to facilitate prosocial skills. This can be easily seen, as

each of the values falls in the “4” range on the Likert Scale; a rating of 4 indicates major impact. The lowest value of all the confidence means was the Novice Teachers rating how confident they are in teaching classroom transitions as a result of attending the training; this value was M=4.06. All the other confidence values, by prosocial skill area and experience level, were higher than this value.

Confidence ANOVA

An analysis of variance (ANOVA) was conducted to explore the impact the PD training had on teacher confidence, when taking in to account the years of experience these educators already had teaching young children. The results of the ANOVA are displayed in Table 18.

Table 24

Results of ANOVA: Confidence and Experience Level

Survey Item*Experience Level		Sum of Squares	df	Mean Square	F	Sig.
How confident are you in Classroom Organization? * Ranges of Experience	Between Groups (Combined)	3.44	2	1.72	2.50	.08
	Within Groups	284.40	413	.69		
	Total	287.84	415			
How confident are you in teaching Transitions? * Ranges of Experience	Between Groups (Combined)	3.32	2	1.66	2.49	.09
	Within Groups	276.22	413	.67		
	Total	279.54	415			
How confident are you in teaching Roles and Responsibilities? * Ranges of Experience	Between Groups (Combined)	.64	2	.32	.53	.59
	Within Groups	250.66	412	.61		
	Total	251.30	414			
How confident are you in teaching age-appropriate Prosocial Skills? * Ranges of Experience	Between Groups (Combined)	2.29	2	1.14	1.97	.14
	Within Groups	238.66	412	.58		
	Total	240.95	414			

When looking at experience level and the impact teachers reported the training had on their confidence to facilitate prosocial skills, the analysis revealed the relationship for any of the four confidence items was not significant. The significance threshold was set at $p = .0125$

(*Bonferroni* of overall $p < 0.05$ adjusted by the four items). Each of these values for the four knowledge items is greater than the significance threshold set ($p > .0125$) Therefore, when looking at experience level and the impact the training had on teacher's confidence, there was no significant difference for impact between/within the groups of experience levels. The effect sizes for the ANOVAs were also computed and are shown in Table 25.

Table 25

Effect Size for Confidence ANOVAs

Survey Item*Experience Level	Eta (η)	Eta ² (η^2)
How confident are you in Classroom Organization? * Ranges of Experience	.11	.012
How confident are you in teaching Transitions? * Ranges of Experience	.11	.012
How confident are you in teaching Roles and Responsibilities? * Ranges of Experience	.05	.003
How confident are you in teaching age-appropriate Prosocial Skills? * Ranges of Experience	.10	.009

Effect sizes (Eta²) in Table 25 show the effect size for each confidence item. The effect sizes have been set at .10 (small), .30 (medium), and .50 or higher (large). The effect sizes for each of the four confidence items ranged from $\eta^2 = .003$ - $\eta^2 = .012$; based on these results, all of the effect sizes for any of the confidence items were small. Overall, results from the ANOVAs and effect sizes indicate (as a consequence of training) all teachers' confidence to facilitate prosocial skills for transitions, roles and responsibilities, age-appropriate social skills, and classroom organization were impacted. The results did not show any significant difference between the three experience levels, and the impact the training had on their confidence to

facilitate prosocial skills. Of course, these small effect sizes were also expected, as the results between groups were not found to be significant.

Overall Analyses by Experience Level: Average Prosocial Skills Responses

Descriptive statistics for all the prosocial skills responses from the survey were also computed by experience level; this was done using the SPSS software program. These results are shown in Table 26.

Table 26

Descriptive Statistics for Overall Prosocial Skills Responses by Experience Level

Ranges of Experience	Mean	N	Std. Deviation	Minimum	Maximum
Novice Teacher	3.99	144	.83	1.45	5.00
Practiced Teacher	3.95	178	.85	1.09	5.00
Experienced Teacher	3.97	96	.89	1.09	5.00
Total	3.97	418	.85	1.09	5.00

The table shows that each of the overall means for the three experience levels all fell within .05 value of each other. Since each of these values fell in the 3.9 range, this indicates that the average response for all the prosocial skills responses by experience level were all very close. Specifically, all the overall means by experience level were all near a 4 value- indicating major impact. Additionally, when looking at the descriptive statistics by experience level, each of the minimum values for all three experience levels were above the lowest rating of 1.00. These results suggest that the PD training impacted teachers (regardless of experience level) to a higher degree than the minimum impact. This is important as it demonstrates effective PD can have some form of impact on teachers, regardless of experience level.

Average Prosocial Skills Responses ANOVA

An analysis of variance (ANOVA) was conducted to explore the impact the PD sessions had overall by experience level, when looking at the average response to all the prosocial skills responses (combined knowledge and skills items) from the survey. The results of the ANOVA are displayed in Table 27.

Table 27

Results of ANOVA: Average Prosocial Skills Response and Experience Level

Average Response*Experience Level		Sum of Squares	df	Mean Square	F	Sig.
Average Response to Prosocial Skills Responses * Ranges of Experience	Between Groups (Combined)	.12	2	.06	.081	.92
	Within Groups	302.65	415	.73		
	Total	302.77	417			

When comparing the average response to prosocial skills response and experience level, the ANOVA demonstrated that the relationship between these two variables was not significant. The significance threshold was set at $p = .0125$ (*Bonferroni* of overall $p < 0.05$ adjusted by the average response to items). The p value for the relationship between average response to prosocial skills response by experience level was found to be .922, which is greater than the p value set for significance. The effect sizes for this ANOVA was also computed and is shown in Table 28.

Table 28

Effect Size for Average Response to Prosocial Skills Responses ANOVA

Average Response*Experience Level	Eta (η)	Eta ² (η^2)
Average response to prosocial skills responses * Ranges of Experience	.02	.000

The effect size (η^2) in Table 28 shows the effect size for the average response to prosocial skills response when compared to years of experience. The effect size has been set at .10 (small), .30 (medium), and .50 or higher (large). The effect size for this comparison was .00. This indicates there was no variance between any of the experience levels and the average response to items on the survey, and all three groups ratings were essentially the same.

Overall Analyses by Experience Level: Average Response to Confidence Responses

Descriptive statistics for all the confidence responses from the survey were also computed by experience level; this was done using the SPSS software program. These results are shown in Table 29.

Table 29

Descriptive Statistics for Overall Confidence Responses by Experience Level

Ranges of Experience	Mean	N	Std. Deviation	Minimum	Maximum
Novice Teacher	4.16	144	.67	2.00	5.00
Practiced Teacher	4.25	178	.66	1.25	5.00
Experienced Teacher	4.34	95	.71	1.00	5.00
Total	4.24	417	.68	1.00	5.00

The table shows that each of the overall means for the three experience levels all fell within .28 value of each other. Since each of these values fell in the low 4 rating range, this indicates that the average response for all of the confidence responses by experience level were all close; each of the means also indicates the average overall confidence response by experience level was rated as major impact. Additionally, when looking at the descriptive statistics by experience level, the minimum values for confidence responses in the Novice and Practiced groups were above the lowest rating of 1.00.

Average Response to Confidence Responses ANOVA

An analysis of variance (ANOVA) was conducted to explore the impact the PD sessions had overall by experience level, when looking at the average response to all confidence responses from the survey. The results of the ANOVA are displayed in Table 30.

Table 30

Results of ANOVA: Average Confidence Response and Experience Level

Average Response*Experience Level		Sum of Squares	df	Mean Square	F	Sig.
Average Response to Prosocial Skills Confidence Responses * Ranges of Experience	Between Groups (Combined)	1.97	2	.99	2.16	.12
	Within Groups	188.64	414	.46		
	Total	190.60	416			

When comparing the average response to prosocial skills confidence responses and experience level, the ANOVA demonstrated that the relationship between these two variables was not significant. The significance threshold $p = .0125$ (*Bonferroni* of overall $p < 0.05$ adjusted by average response to prosocial skills confidence responses). The p value for the relationship between average prosocial skills confidence responses by experience level was found to be .116, which is greater than the p value set for significance. The effect sizes for this ANOVA was also computed and is shown in Table 31.

Table 31

Effect Size for Average Response to Prosocial Skills Confidence Responses ANOVA

Average Response*Experience Level	Eta (η)	Eta ² (η^2)
Average response to prosocial skills confidence responses * Ranges of Experience	.10	.010

The effect size (Eta²) in Table 30 shows the effect size for the average response to prosocial skills confidence response when compared to years of experience. The effect size has been set at .10 (small), .30 (medium), and .50 or higher (large). The effect size for this comparison was .01. This indicates there was very little variance between any of the experience levels and the average response to confidence items on the survey. The results did not show any significant difference between the three experience levels, and the average response to the confidence items on the survey. As expected with non-significant results, the effect size was very small.

Chapter V

Discussion

Overview

The purpose of the current study was twofold. The first purpose was to assess the perceived impact effective PD (C³Coaching Academy) had on participants' knowledge, skills, and confidence to facilitate prosocial skills in their ECE classrooms. Specifically, this study looked at the impact the training had on teachers perceived ability to facilitate prosocial skills in the areas of transitions, roles and responsibilities, age-appropriate social skills, and classroom organization. The second purpose of this study was to assess and report the impact that years of experience had on teachers' knowledge, skills, and confidence to facilitate prosocial skills, after receiving PD training (C³Coaching Academy). To accomplish this, data from the self-report survey (Prekindergarten Summer Academy Awareness Survey) was previously collected. This data was used to answer the following two research questions:

1. To what extent does PD training impact teachers perceived knowledge, skills, and confidence to facilitate prosocial skills in their classrooms for early childhood age children?
2. To what extent does experience impact teacher's knowledge, skills, and confidence when they engage in PD to implement prosocial skills in early childhood classrooms?

To answer these two research questions, the researcher analyzed the data in two phases. The following sections discuss the results of these two phases in relation to the literature previously presented. Finally, limitations of the study are presented and recommendations are offered for future research.

Phase One: Perceived Impact on Knowledge, Skills, and Confidence

Providing teachers with effective PD and ongoing support can improve their knowledge, skills, and confidence. Teacher's knowledge, skills, and confidence impact how effectively they teach (Blazar, 2015; Pancsofar and Petroff, 2013). In order to teach children, teachers need knowledge of the content they are teaching (Sadowski, 2006). Teachers also need the skills necessary to teach children effectively (Blazar, 2015), and the confidence to be able to do it (Pancsofar & Petroff, 2013). Phase one of this study focused on teachers' perceived knowledge, skills, and confidence to facilitate prosocial skills, after engaging in effective PD. The focus of impacting teacher knowledge, skills, and confidence is supported by the low teacher quality (including minimal credentials and low knowledge and skills for supporting young children) that is often found in ECE classrooms (LoCasale-Crouch et al., 2007). This also contributes to low-quality ECE programs, which have been associated with providing young children limited instruction, classroom environments, and experiences that improve academic and prosocial skills (LoCasale-Crouch et al., 2007). Children who fail to develop prosocial skills will face many challenges, including reduced socialization opportunities, rejection, withdrawal, behavior disorder, and difficulty with academics (McCabe & Altamura, 2011). Therefore, the other focus of phase one- prosocial skills content- is supported by findings that indicates it is critical for young children to develop prosocial skills (Fantuzzo et al., 2005; McCabe & Altamura, 2011; Raver & Knitze, 2002).

Transition Item Responses

In the school setting, transitions are the time periods when children are changing from one activity to another. Overall results from participant survey responses indicated the PD training impacted teachers to a major degree to facilitate classroom transitions. On a five-point

scale, the mean impact value for all transition items ranged from 4.07 to 4.17, with the highest item (4.17) rating how confident teachers are in facilitating transitions in their ECE classrooms as a consequence of training. This is important because it demonstrates with PD training, teachers can greatly increase their knowledge, skills, and confidence to facilitate transitions in their ECE classrooms. The findings from the present study are also important because the level of structure or transitions in classrooms affects children's positive or negative engagement and experiences (Vitiello et al., 2012). Therefore, increasing teacher knowledge, skills, and confidence in the area of transitions can positively impact the interactions and experiences children will encounter in the classroom. Previous studies (Buck, 1999; Vitiello et al., 2012) indicate young children will have a hard time meeting the demands placed upon them during transitions. Additionally, transition periods during the day can be stressful for young children, even when their teachers are using developmentally appropriate practice (Burts, Hart, Charlesworth, & Kirk, 1990). Therefore, the results of this study are important as they show teachers can increase their knowledge, skills, and confidence to facilitate transitions for young children throughout the day. When teachers appropriately facilitate transitions in the classroom they will make transitions more predictable and less stressful for young students (Buck, 1999).

Roles and Responsibilities Item Responses

Young children learn what their roles and responsibilities are in the ECE setting when teachers educate students on what is expected of them; this is done through teacher facilitation. Participants rated the C³Coaching Academy as having a substantial impact on their knowledge, skills, and confidence to facilitate roles and responsibilities in their classrooms. On a five-point scale, the mean values for the knowledge and skills roles and responsibilities items were: 4.00 (item on skills) and 4.03 (item on knowledge). This is important because teacher's knowledge

and skills impact how effectively they teach (Blazar, 2015). Therefore, by increasing teacher knowledge and skills in this area, teachers can become better facilitators for roles and responsibilities in their classrooms. Young children learn what their roles and responsibilities are in the ECE setting when teachers educate students on what is expected of them. To do this, teachers also need to be confident in facilitating these skills. The highest rated item in the set of responses for roles and responsibilities pertained to teacher's perceived confidence, as a result of attending the PD training ($M=4.29$). Therefore, when teachers receive effective training, their confidence to facilitate roles and responsibilities can be substantially impacted. This is critical because teaching children what their roles and responsibilities consist of prepare preschool children for the future school engagements, such as when they move on to kindergarten (Johnson, n.d.).

Age-Appropriate Social Skills Item Responses

Age-appropriate social skills for preschool age children can include the following: having self-control, understanding feelings, making choices, making friends, initiating interactions with others, terminating interactions, and responding to/engaging in interactions appropriately (Landry et al., 2014; Preusse, n.d.). Participants rated the PD training as having a considerable impact on their knowledge, skills, and confidence to facilitate age-appropriate social skills in their classrooms. On a five-point scale, the mean value for increasing knowledge in this area was $M=3.89$. There were two items to measure skills impact; these items had means of 3.79 and 3.86, respectively. Similar to the results of the previous two prosocial skills areas, teacher confidence for age-appropriate social skills was impacted the most as a consequence of training; the overall mean value for the age-appropriate social skills confidence item was $M= 4.32$. These findings are significant, because teachers who demonstrate competency in this area can help

support children develop age-appropriate social skills by delivering the content in their classrooms. This is important because children make great gains in social-emotional areas when they were provided specific instruction (Landry et al., 2014). Specifically, when teachers directly facilitate these skills in their classrooms, research has demonstrated that young children can increase social-emotional competence, well-being, academic achievement, and experience reduced problem behaviors (Ashdown & Bernard, 2012). Additionally, children whose teachers provide instruction in this area also experience less anxiety as compared to children who do not (Landry et al., 2014). This is critical, because it highlights the benefits of increasing teacher knowledge, skills, and confidence to facilitate age-appropriate social skills, and the impact it can have on children.

Classroom Organization Item Responses

Classroom environments impact learning, development and behavior in young children (Isbell, n.d.; Skalicka, Belsky, Stenseng, & Wichstrom, 2015). Arranging the environment (classroom organization) in an effective way to help children make meaning of their surroundings, help them figure out how the learning environment functions, and what can occur in specific space (Isbell, n.d). In this area, participants also rated their knowledge, skills, and confidence to facilitate classroom organization in their ECE classrooms as greatly impacted after receiving PD training. On a five-point scale, the mean value for all classroom organization items ranged from 3.83 to 4.20. In this area, the highest mean (4.20) was related to overall confidence facilitating classroom organization as a consequence of training, and the lowest mean (3.83) was linked to acquiring the skills to remediate organizational problems as a consequence of training. This is important because teachers need the knowledge, skills, and confidence to appropriately organize learning environments to promote prosocial skill development in young children.

Specifically, organized ECE learning environments assist children in developing closer bonds with their teachers in preschool, and thus, young children experience less conflict as they get older (Skalicka et al., 2015). Additionally, environments that allow students more choice both inside and outside promote positive engagement with peers, while teacher-structured activities promote positive engagement with teachers (Vitiello et al., 2012). Therefore, teachers can impact prosocial growth in young children by ensuring learning environments are organized in a way that provides opportunities, promotes independence, and encourages participation (Isbell, n.d.). However, to do this teachers must increase their knowledge, skills, and confidence; the results of this study show this can be done through effective PD.

Overall Means Analyses

When adults are provided opportunities to learn they must not only have effective teachers, but must be taught in ways that motivating and engaging for adult learners (Knowles, 1977). This is important in order for teachers to acquire new knowledge and skills through PD sessions. In this study, the researcher looked at the overall average value for the responses to the prosocial skills and knowledge items on the survey. These items have been grouped for an average and called “average response to prosocial skills responses.” The mean value for “average response to prosocial skills responses” was 3.97. Since the average response to prosocial skills responses fell around a rating of 4, overall, it can be concluded that the PD training generally had a high impact on increasing teachers’ knowledge and skills to facilitate prosocial skills. This is important because when teachers are provided explicit training on facilitating prosocial skills in young children, children show gains in these areas as well (Girard, Girolametto, Weitzman, & Greenberg, 2011; Ramaswamy & Bergin, 2009).

Additionally, the researcher computed the “average response to prosocial skills confidence responses.” This value was found to be $M=4.24$, and indicates the PD training also had a major impact on teacher confidence to facilitate prosocial skills. The results of overall teacher confidence in facilitating prosocial skills are also important. This is specifically because although educators may have knowledge and skills they also may not apply them when teaching children (Mueller et al., 2008). This becomes problematic from an educational standpoint, as teachers do not always transfer what they learn in PD to the classroom. Although, if teachers also increase their confidence in their abilities, they are more likely to be interested in implementing what is learned into their classrooms and have a more positive attitude about it (Pancsofar & Petroff, 2013). Overall, the findings from this study are suggestive that effective PD training can substantially impact ECE teachers’ knowledge, skills, and confidence to facilitate prosocial skills in their classrooms.

Phase Two: Impact on Years of Experience Related to PD

National policy attempts to regulate teacher quality through passage of law, such as the NCLB act. This act has called for schools to hire “highly qualified” teachers (No Child Left Behind Act, 2002). Educators meet “highly qualified” status by having knowledge and skills of the content area they are teaching (including researched-based practices), holding a state certification, and holding a bachelor’s degree (No Child Left Behind Act, 2002). However, this policy only applies to public school grades prekindergarten through twelfth, and, therefore, does not extend to all ECE programs. The result is that a majority of ECE programs in the United States often have mediocre learning environments and low quality teachers (LoCasale-Crouch et al., 2007). Along with these minimal requirements for educators to begin teaching in the ECE field is the reality of very high teacher turnover in these settings. High teacher turnover results in

new and inexperienced teachers in classrooms year after year (Ingersoll, Merrill, & Stuckey, 2014). Teachers need more experience, knowledge, and skills to be better prepared to teach children in ECE settings and to combat these challenges that ECE programs are facing. Based on this, the second phase of this study focused on assessing teacher's year of experience in relation to their perceived knowledge, skills, and confidence to facilitate prosocial skills after receiving PD training. The motivation for looking at teacher experience and perceived knowledge, skills, and confidence is supported by data that shows more teachers are entering the field and often have minimal experience (Ingersoll et al., 2014). Additionally, many low-quality programs include classrooms that have inexperienced ECE teachers or learning environments that been associated with providing young children limited instruction, classroom environments, and experiences that improve academic and prosocial skills (LoCasale-Crouch et al., 2007). Therefore, the focus of teacher experience in relation to knowledge, skills, and confidence, is also supported due to the need to determine if teachers of all experience levels can be impacted by effective PD.

Knowledge and Experience

Teachers need a sound knowledge base on the many aspects of teaching young children in order to provide effective instruction (Sadowski, 2006). It has previously been suggested that ECE teachers who have knowledge of the content they are teaching and who hold a national board certification, perceive that they incorporate more DAP than teachers who do not hold a certification (McKenzie, 2013). However, it is unclear how many years of experience teacher's need in order have the necessary knowledge to effectively facilitate prosocial skills in their classrooms. In this study, teachers with 0-2 years of experience were grouped as "Novice Teachers," teachers with 3-9 years of experience were "Practiced Teachers," and teachers with

10 or more years of experience were “Experienced Teachers.” When looking at how teacher experience was related to perceived knowledge after receiving effective PD, no significant differences were found between how the Novice Teachers, Practiced Teachers, or Experienced Teachers perceived their abilities after receiving instruction. The analysis of variance revealed no significant difference on impact for any of the four knowledge items between the Novice, Practiced, or Experienced Teachers. Additionally, the effect sizes were very small. While it has been previously indicated that quality, knowledge, and experience impact ECE teacher’s perceived ability to implement DAP in the classroom (McKenzie, 2013), the results of this study indicate when teachers of any experience level are provided effective PD, their perceived knowledge, skills and confidence to facilitate prosocial skills can all be impacted substantially.

Skills and Experience

Teachers’ skills in the content area they are teaching can impact how effectively they teach that content in the classroom to their students (Blazar, 2015). The results of this study show that teachers can increase their skills to teach prosocial skills to young children, when provided effective PD. Additionally, no significant differences were found between how the Novice, Practiced, or Experienced Teachers perceived their abilities after receiving instruction. Furthermore, the results of this study indicate that teachers’ skills to facilitate prosocial skills in their ECE classrooms can increase significantly after receiving training, regardless of how many years of experience they have teaching young children. The analysis of variance revealed no significant difference on impact for any of the seven skills items between the Novice, Practiced, or Experienced Teachers; the effect sizes were found to be small. This is important because previous research has indicated that through workshops and coaching, effective PD can have a significant impact on preschool teachers, preschool students, and classroom quality (Bierman et

al., 2008; Yoshikawa et al., 2015). This study is consistent with the finding that PD training can have a substantial impact on ECE teachers. This study adds findings that effective PD can have a considerable impact on teachers to facilitate prosocial skills in their ECE classrooms, and no differential impact was seen when providing training to teachers of various experience levels. These results provide evidence of a way that teaching quality can be improved in all ECE classrooms, irrespective of how many years of experience the teacher has; this is also important because it demonstrates when teachers of all experience levels are provided explicit instruction to facilitate prosocial skills, the training can substantially increase their skills of the content to be taught in their classrooms.

Confidence and Experience

Pre-service and in-service PD opportunities can positively impact teacher confidence (Pancsofar & Petroff, 2013). In this study, when looking at how teacher experience was related to perceived confidence after receiving effective PD, no significant differences were found between how the three experience levels of Novice, Practiced, or Experienced Teachers perceived their abilities after receiving training. Similar to the results of the knowledge and skills areas, the Novice, Practiced, and Experienced teachers indicated the PD training impacted their confidence to facilitate prosocial skills substantially. The analysis of variance revealed no significant difference on impact for any of the four confidence items between the Novice, Practiced, or Experienced Teachers. The effect sizes for the relationships were also found to be very small.

The results of this study are consistent with previous literature which indicates more frequent in-service opportunities for teachers results in teachers being more confident in what they were trained on, and ultimately boosts teacher confidence (Pancsofar & Petroff, 2013). This

is important, because although educators may have skills, they may not have a desire, or the confidence to use them (Mueller, 2008). This becomes problematic from an educational standpoint, as teachers do not always transfer what they learn in PD trainings to the classroom. Consequently, teachers may possess knowledge and skills in a certain area, but that does not mean they have the confidence to use them, or will apply them when teaching children (Mueller et al., 2008). Previous findings have indicated when teachers are provided PD, they are more confident, have a higher interest, and a more positive attitude about the content and teaching strategies they were trained on (Pancsofar & Petroff, 2013). The results of this study are consistent with the findings that teachers are more confident in the content they were trained on, after receiving effective PD. These results are also important because they add to previous research that teacher confidence can be substantially impacted after receiving effective PD, regardless of the teachers' years of experience.

Overall Means Analyses: Prosocial Skills and Confidence Related to Experience

Classrooms are complex environments, and there is a higher level of PD training and support that is needed in order for teachers to teach children and implement interventions effectively (Fox et al., 2011; Kretlow, Cooke, & Wood 2012; Ramaswamy & Bergin, 2009). This study provided effective PD to teachers of varying experience levels, to determine the impact effective PD can have on all teachers to facilitate prosocial skills in their classrooms. When comparing the average response to prosocial skills responses (combined knowledge and skills items) by the Novice, Practiced, and Experienced levels, the descriptive statistics indicated each of the mean values by the three experience levels fell on the same end of the five-point scale. Specifically, each mean value for the Novice, Practiced, and Experienced teachers fell in the 3.9 range for overall "average response to prosocial skills responses." This indicates teachers

perceived they were impacted to a similar degree as a result of attending the PD training, regardless of years of experience teaching young children. Results of the ANOVA further supported these findings. When comparing the average response to prosocial skills response and experience level, the analysis of variance revealed no significant difference on impact for the average response to prosocial skills responses by experience level. The effect size for this comparison was .00, which indicates although there was a substantial impact on teachers, no differential impact was found by experience level. The results of the overall means analyses for the confidence items “average response to confidence responses” indicated similar results. When comparing the average response to confidence responses by the Novice, Practiced, and Experienced levels, the descriptive statistics indicated each of the mean values by the three experience levels also fell on the same end of the five-point scale, ranging from 4.16 (Novice Teachers) to 4.34 (Experienced Teachers). There was significant difference on impact for the average response to confidence responses by experience level; the effect sizes were found to be small. Overall, the results both means analyses are important because they demonstrate that all teachers (regardless of years of experience teaching young children) can be significantly impacted, or impacted in the same way, on the content they are expected to teach students in their classrooms when they receive effective PD.

When further analyzing the “average response to confidence responses,” the results demonstrated the Experienced Teachers were impacted the most as a result of attending the PD training. This is interesting, as one may have expected the teachers with the least amount of experience to be impacted the most, since they have a lower number of years teaching young children. However, the results of this study showed that is not the case. This is important from

an educational standpoint, as it demonstrates there is a need to provide teachers of all experience levels effective PD to increase their confidence when teaching young children.

When looking at these results, possible reasons for finding no differences on impact between experience levels must be considered. For example, it is possible that due to many ECE teachers not having a state certification or Bachelor's degree (regardless of years of experience teaching young children) equates to teachers having low knowledge and skills of the content they are teaching. Additionally, professional development opportunities focused on early childhood grades (preschool) or prosocial skills are not often provided. This also leads to low knowledge, skills, and confidence in ECE teachers. Moreover, this creates a need for effective PD opportunities, not only at the ECE level, but also in areas where PD is not typically provided; this includes prosocial skills areas. Finally, even if teachers have a Bachelor's degree and state certification, if they continue teaching young children for 5, 10, 20, or 30 years, they must attend PD sessions to stay relevant on best practices for developing skills in young children. Since it has previously been suggested there is a lack of research on the issue of how to provide ECE teachers with training and support and which PD strategies show the most promise for effectively teaching social-emotional competence (Fox et al., 2011), the data from this overall means analysis is supportive of this study's approach to being one possible solution on how to provide teachers training.

Limitations and Future Research

The first limitation of this study is that it only explored the impact on teachers in regards to four specific areas of prosocial skills (transitions, roles and responsibilities, age-appropriate social skills, and classroom organization). Although these areas were specifically selected because they are areas that teachers have control and can take ownership in their ECE

classrooms, there are many other areas of prosocial skills that can be used for young children. Therefore, this study was only able to examine the impact effective PD had on teacher's knowledge, skills, and confidence in relation to these four specific areas. When considering future research, it would be beneficial for studies to determine the impact on teachers in both these same four areas to further support or refute these findings. It will also be beneficial for studies to explore other areas of prosocial skills for young children- to determine the impact on teachers to facilitate prosocial skills in other areas.

A second limitation is the generalizability of the results. Although the sample size was relatively large (N=419), the sample of teachers in this study all taught in high-needs populations. Additionally, these teachers all came from the same geographic area of the United States and all were planning to teach children 3-5 the next school year. Therefore, the sample characteristics in this study were very localized. Based on this, it is not known if these results are representative of teachers who teach children younger than ages 3-5, or, teachers who teach children in the primary grades. It is also not known if these results can be generalized to other areas of the country, outside of the South Central part of the United States. Therefore, it is recommended that future research conduct similar studies in other geographical regions of the United States, with teachers who will teach other ages of young children. This is suggested to provide a more comprehensive outlook on the impact of effective PD on ECE teachers to facilitate prosocial skills.

A third limitation is that the results of this study are based on a self-report survey. Therefore, the results are based on subjective information provided by teachers after receiving effective PD. It is recommended that future studies use performance measures when assessing teachers' knowledge, skills, and confidence, perhaps by including follow-up, coaching, and/or

consultation. Additionally, it will be valuable for future studies to determine the longitudinal effects on teachers perceived knowledge, skills, and confidence after receiving effective PD, including implementation of the content in to their classrooms.

Finally, and probably most importantly, is the effect of these results on student outcomes. This study did not explore the impact on ECE teachers in relation to how children were actually impacted in their classrooms. The focus of this study was to examine the link between providing teachers effective PD and the impact it can have on their perceived ability to implement prosocial skills, however, the transfer of that in to the classroom is imperative. Therefore, it is recommended that future studies explore not only impact on teachers, but also assess student outcomes on prosocial skills gains after their teachers receive effective PD.

Chapter VI

Action Plan

Overview

The following context analysis details the aspects of ECE classrooms and teachers from a rural public school district in Texas. The context analysis provides background information on the whole district, and then takes a closer look at the elementary school within the district. In the context analysis, the campus populations and campus data are reviewed and discussed. This information is then used to determine the need for research and systems change within the organization, specifically, in relation to providing teachers with PD to facilitate prosocial skills in their ECE classrooms.

The subsequent action plan focuses on PD for ECE teachers at the “campus of focus,” to improve their ability to facilitate prosocial skills in their classrooms. Specifically, the action plan is focused on increasing teacher’s knowledge, skills, and confidence through instructing adults, professional development, self-directed and experiential learning. The participants (teachers) who will be targeted for PD include all teachers in the early childhood grades at elementary campus. Since public schools range from very small to large, for the purposes of this plan in a rural school district, early childhood grades have been deemed to be prekindergarten, kindergarten, and first grade. Therefore, the concentration of training teachers to facilitate prosocial skills in ECE classrooms will include these grades. Despite this, in general, this plan can be modified for a bigger school district to incorporate a larger number of teachers in a more urban setting.

Context Analysis: Background

The school of focus is a small, public school in a rural area serving grades prekindergarten-twelfth grade; the location is situated in the southern United States. The school sits in an area where agriculture is high, and job opportunity within a twenty-mile radius is minimal. In fact, nearly all working parents must drive to neighboring towns for work, and some drive further to larger cities about an hour away. The town itself has a population of approximately 315 people within the city limits, though the school boundaries expand much further. There are approximately six businesses, which generate revenue for the schools. These businesses range from small to large, and many are family owned and operated. Additionally, many of the homes in the district lie on many acres of land (ranging anywhere from 1 acre to several hundred), which also either generate revenue for the schools or do not generate revenue if the home has an agriculture exemption. In such a small district, these businesses allow for the district to pass large bonds to keep facilities updated. The facilities for the district, as a whole, (administrative, elementary and high school) are new, as all facilities have either been completely new construction or renovated within the last five years.

According to the Texas Education Agency (TEA) 2015 Accountability Summaries for the elementary and high school, the district had a total of 387 students. The elementary campus serves grades prekindergarten-six while the high school serves grades seven-twelve. Additionally, the accountability summary for the high school indicated the campus had a 51.1% economically disadvantaged student population with 3.4% English Language Learners (ELLs) and an 11.4% mobility rate. The elementary campus was identified as having a 58.3% economically disadvantaged population, with 6.6% ELLs and a 13.1% mobility rate.

Focus

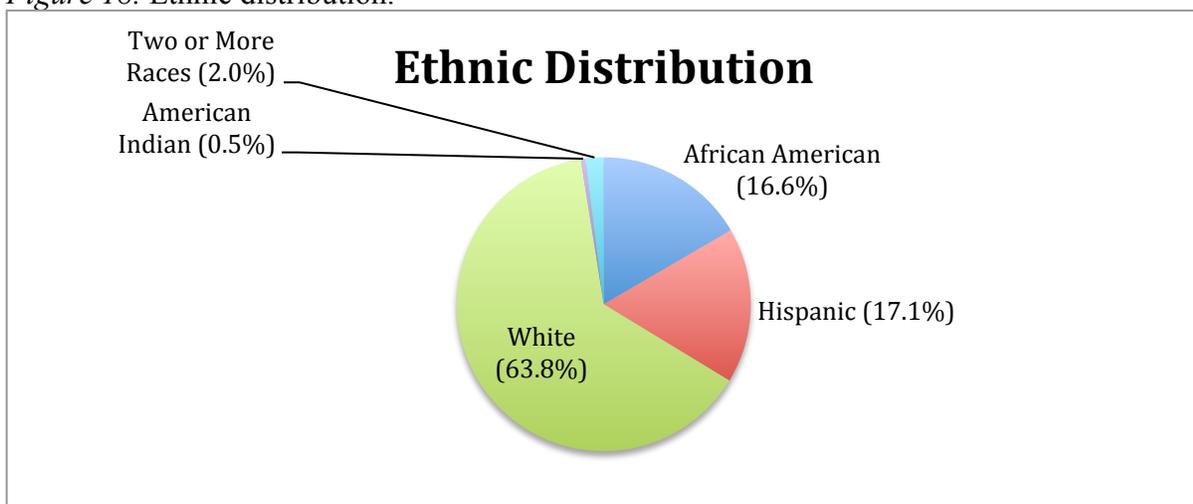
The elementary campus within the district is the campus of focus as the research presented in the literature review, as well as in the research study conducted, specifically pertains to early childhood grades. Therefore, the continuing data and supporting plan outlined in the following action plan will relate specifically to this campus.

Campus Population

General Population

The 2013-2014 Texas Academic Performance Report (TAPR) indicates the total campus enrollment was 199 students. (The TEA 2015 Accountability Summary indicates this number has since increased to 215). Within the student population, the grades of interest (early childhood grades) are identified as having the following number of students: Prekindergarten-17, Kindergarten-17, first grade-30. The TAPR also shows the general population consists of the following ethnic distributions (based on 199 student population): African American, Hispanic, White, American Indian and Two or More Races. Percentages can be seen in Figure 18.

Figure 18. Ethnic distribution.



Special Education

There are thirteen federal disability categories that students can meet the eligibility criteria for to be identified under special education. This campus has a total of 18 children who for special education services. The two disability categories that are specific to social/communication impairments include having a Speech and Language Impairment or Autism Spectrum Disorder. Of the 18 students identified at the campus, 7 of those children are identified as having a Speech and Language Impairment and one student is identified as having an Autism Spectrum Disorder.

Prekindergarten

The campus prekindergarten program is specifically geared toward getting children in the public school prepared for kindergarten. As indicated in the literature review, children who are eligible to attend this program for free must meet the guidelines as indicated by TEA. These guidelines include being at least three years of age, and qualify based on language or socio-economic status. Additionally, due to the small number of students that typically enroll for prekindergarten class at this campus (based on the state's guidelines), if there are available spots for other children to attend, the district allows families of children ages 3 and 4 to pay for the student to attend the program. This is similar to the way a family would pay for the child to attend a preschool or prekindergarten at a daycare or other facility. Therefore, at this campus, the prekindergarten classroom is made up of both children who qualify based on the state's guidelines and students whose parents choose to pay to send them to that program. As indicated above, the 2013-2014 TAPR indicated the total number of students in the prekindergarten class to be 17.

Economically Disadvantaged, ELL, and At-Risk

The TAPR for 2013-2014 indicates the percentage of the student population that is economically disadvantaged is 50.3%. Additionally, the campus had 6.0% of the students identified as ELL and 38.2% identified as *at-risk*. The TEA 2015 Accountability Summary indicates these numbers have increased to 58.3% economically disadvantaged and 6.6% ELL. *At-risk* information for 2015 is not indicated on this summary.

Campus Data**Texas Academic Performance Report (2013-2014)**

The 2013-2014 TAPR for this campus will be used as a means of supporting data. (Note: at the time of analysis, data for the school year ending in 2015 was not available). The TAPR data for this campus over a 2-year span is depicted in charts on the following page. This data indicates a fluctuation in students passing the state assessment-State of Texas Assessments of Academic Readiness (STAAR). Highlighted areas show where the campus was below the state performance. Comparatively, the campus consistently this campus performs better than the state average in reading area, with the exception of third grade. The math performance during the same years shows to be much more inconsistent, with some grades being at (or above) the state average and others being below. Steadily, though, although improvement is shown in all the upper grades for reading, and 4th/5th grade for math- three of the four areas shown for 3rd grade at this campus were below the state average. This can be seen in Tables 32 and 33.

Table 32
Math Percent Passing

Year	Grade	State	Campus
2013	3rd	70%	78%
2014	3rd	71%	52%
2013	4th	69%	64%
2014	4th	71%	85%
2013	5th	88%	95%
2014	5th	88%	88%
2013	6th	74%	65%
2014	6th	79%	70%

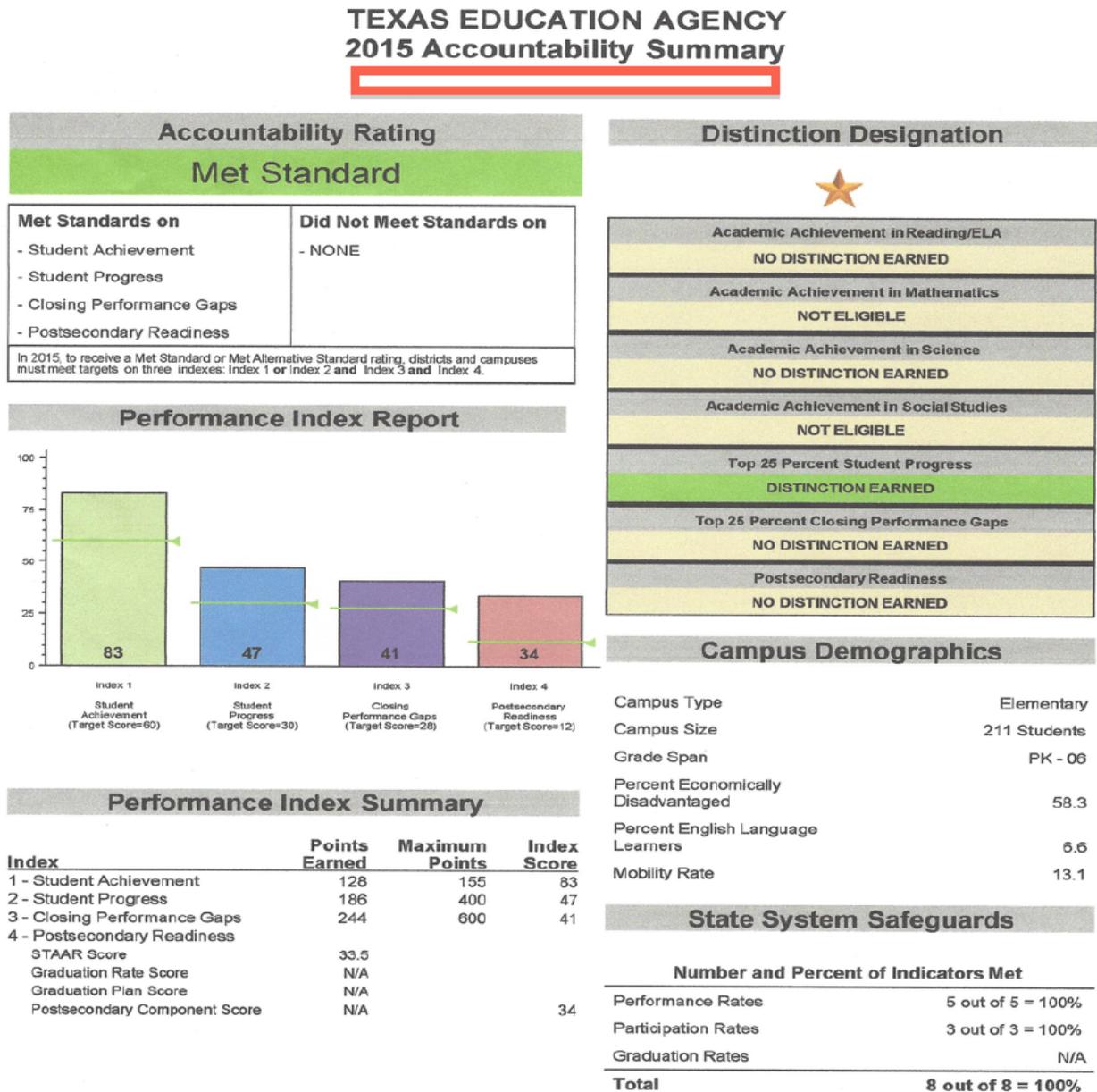
Table 33
Reading Percent Passing

Year	Grade	State	Campus
2013	3rd	81%	78%
2014	3rd	76%	67%
2013	4th	72%	79%
2014	4th	74%	81%
2013	5th	87%	100%
2014	5th	86%	97%
2013	6th	72%	88%
2014	6th	78%	85%

TEA 2015 Accountability Summary

Finally, Figure 19 depicts the full TEA Accountability Summary for this campus for the year 2015.

Figure 19. TEA accountability summary.



For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

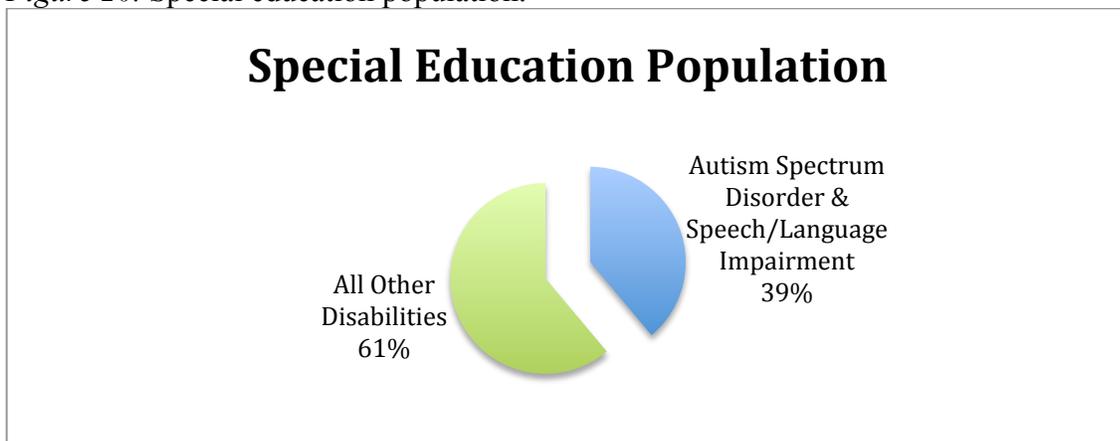
Need for Research in the Organization

All the data presented above paints a picture of the school of focus. This school, in a small, rural community, serves a small but diverse student population. Among the general population, this population consists of children with special needs, children from low-income families, children from diverse ethnic groups and young children. Based on this data, it is important to emphasize why the research of facilitating prosocial skills for young children is needed not only in schools, but also at this particular campus.

Special Education

As mentioned above, there are 18 students at this campus who are eligible to receive special education services under the thirteen federal disability categories. Of these 18, seven exhibit difficulties in disability areas pertaining specifically to communication/social interactions. There is one student who is identified as both an Autism Spectrum Disorder and Speech/Language Impairment. This data can be seen in Figure 20.

Figure 20. Special education population.



Although the entire special education population would most likely benefit from the explicit teaching of prosocial skills, the emphasis is on the communication disorder areas because these are children who exhibit normative deficits in social and communication areas

when formally tested. Additionally, these children typically receive pull out services from a speech language pathologist to help facilitate skills in communications areas such as pragmatic language, expressive language, or receptive language. Therefore, based on the knowledge that a large percentage of the students served in the special education population currently receive services for social skills due to deficit areas, the conclusion can be drawn that preparing teachers to help facilitate prosocial skills in the regular classroom will benefit these children, as it will continue to work on their communication and help them generalize these skills across settings.

Prekindergarten and English Language Learners

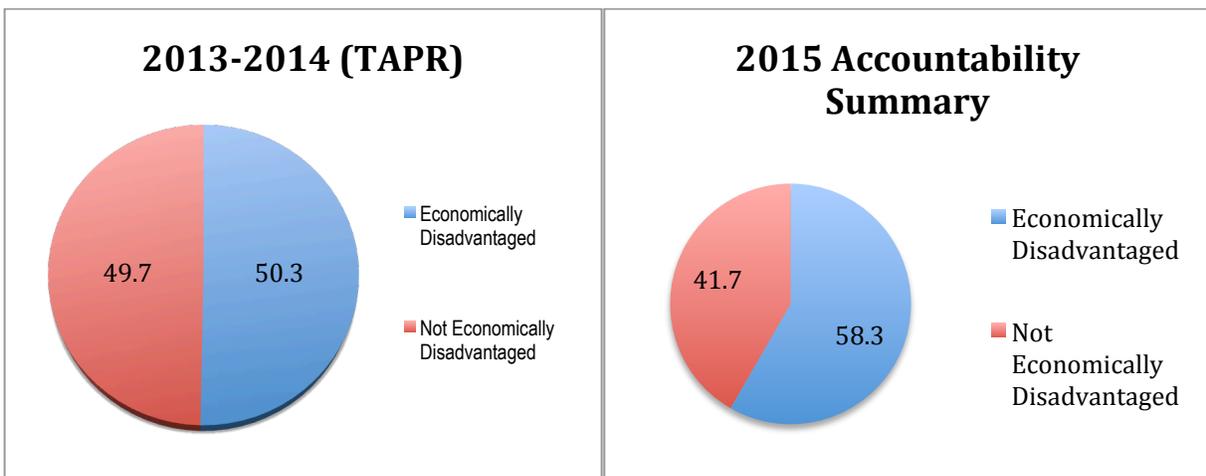
Although not all public elementary schools in Texas have a public prekindergarten program, the school of focus, does. This program serves young students of varying ages (anywhere from 3-5 years depending on when the child's birthday falls). It also serves children of diverse backgrounds. The literature has indicated the development of prosocial skills for young children is an important aspect of behavior control and social adjustment in school. Additionally, the literature supports the idea that a failure to develop these skills in young children (prekindergarten, kindergarten, first grade), can have long term implications including reduced social opportunities, rejection, withdrawal and behavior disturbance. Many of the students entering this program have never attended an organized, instructional daycare or facility before. Additionally, a majority of these students either have limited use of the English language, have another language spoken at home, or come from low-income homes. Based on this knowledge, the conclusion can be drawn that these students have had limited instruction in academic areas, social interactions in school, and separation from family members. The facilitation of prosocial skills in the prekindergarten and early childhood classrooms will not only help these children develop these skills, but will also help prepare them for the challenges

they will face upon entering the structured setting including interacting with others, communicating, and adjusting their behavior during the course of a structured day.

Economically Disadvantaged and At- Risk

The research indicates that children in schools, specifically children from economically disadvantaged backgrounds are at a greater risk, as they begin school behind in many areas (cognitive, academic, behavior and social), and often do not catch up. Figure 21 shows the growing percentage of economically disadvantaged students at the school of focus.

Figure 21. 2013-2014 & 2015 economic breakdown.



Since it has been stated that the research that a failure of children to develop prosocial skills has long term implications, and it is known that students from economically disadvantaged backgrounds are at a greater risk, then providing the teachers the tools to help facilitate these skills at the school of focus is clearly needed. This is especially true considering the growing number of economically disadvantaged students attending the school, as well as considering the majority of the students in the prekindergarten classroom are also identified as being economically disadvantaged.

Campus Data and TAPR

Finally, the research in this area indicates that the development of prosocial skills in young children are predictors of academic readiness and academic performance later, or, a lack of development has been indicative of achievement problems. Looking at the school's performance from the TAPR, it is clear that 3rd grade performance in all areas is an area of concern. Three out of the four areas for 3rd grade were below the state average, with math for 3rd grade in 2014 being almost 20% below the state average. Furthermore, in the math area, the performance of the students is very inconsistent, as it goes above the state average for 2014 4th grade and both years of 5th grade, but then drops down again for 6th grade. The facilitation of prosocial skills as these children are younger, will benefit the academic skills of the children in both the special populations identified as well as the general population. This may also increase the performance of students as they begin testing in third grade.

Summary of Context Analysis

Overall, the campus of focus has many special populations groups that can be targeted using facilitating prosocial skills. The research supports that aiding these students in developing these skills will greatly impact many areas of development including academics, social interactions, communication and behavior. A failure to help facilitate this can also have long-term implications for all children. Therefore, based on the data presented, implementing a PD program that will systematically train teachers not only what the research says, but how to facilitate these interactions in their early childhood classrooms at the school of focus, is needed.

Action Plan: Professional Development

Participants

It is safe to say this school is considered a small school when compared to other schools across this state. When looking at teachers and number of classes at the elementary school, the campus has one prekindergarten classroom, and then two classrooms each for grades kindergarten through sixth grade. The participants (teachers) who will be targeted for the PD action plan in the school of focus will include all teachers in the early childhood grades. For the purposes of this plan, early childhood grades are considered to be prekindergarten, kindergarten, and first grade. Therefore, the concentration of training and implementing prosocial skills in early childhood classrooms will include a total of five teachers.

Teaching Experience and Certifications

Table 34 depicts the grade level currently taught for each of the five participants. In addition, their number of years teaching and their current certifications held can also be seen.

Table 34

Teacher Experience and Certifications

Grade	Years Teaching	Certifications Held
Prekindergarten	27	Elementary Early Childhood Education and Self Contained (PK-6), English as a Second Language
Kindergarten Teacher 1	5	Generalist Early Childhood-4, English as a Second Language (EC-4)
Kindergarten Teacher 2	25	Elementary Self-Contained (1-8), Elementary Reading (1-8), Early Childhood Education (PK-KG), English as a Second Language (PK-6)
First Grade Teacher1	26	Elementary Mathematics (1-8), Elementary Self-Contained (1-8), English as a Second Language (1-8)
First Grade Teacher 2	34	Elementary Self-Contained (1-8), Elementary Biology (1-8), Elementary Reading (1-8)

Each of the five teachers (participants) has a Bachelor's degree in early childhood education or a related field from a university. Currently, none of the teachers hold a higher education degree, such as a Master's degree. All teachers, except for one, have over 20 years teaching experience each. Most of the teachers have closer to 30 years teaching experience, and many of them have been in their same position at the elementary for a majority of their years teaching. The newest teacher (kindergarten 1) has only five years of experience.

Content Areas and Students Taught

In terms of academic content taught, the prekindergarten and kindergarten classrooms are all self-contained. Therefore, in each of these classes, the children stay with the same teacher all day and the teacher teaches all content areas to that group of students. For first grade, Teacher 1 teaches math, science and fine arts while Teacher 2 teaches reading, language arts and social studies. With these groups of children, they have "switch classes," where they receive instruction from a teacher in the morning for the content areas taught, then, the groups of children switch teachers in the middle of the day, to receive the other content areas from the other teacher. In sum, participants for prekindergarten and kindergarten have the same group of kids all day and teach all content areas, while the first-grade teachers have two groups of kids each day and are content specific.

PD Requirements and Opportunities for Participants

The district requires that teachers attend PD sessions during the summer to substitute for compensatory, or, "comp" days. Essentially, teachers attend PD sessions over the summer, and these "work" days are substituted for days during the school year that are designated on the school calendar. The PD sessions to choose from are typically at the TEA region service center, though PD sessions that count toward the comp days generally can be from other places, such as

a conference. Teachers must submit a certificate of completion to the district when returning from the PD session.

Costs for the PD sessions taken at the region service center are incurred at the district level, and typically range from \$35 to \$90 depending on the session and number of training days. Teachers who desire to attend conferences must get prior approval if they would like the district to pay for the conference, specifically because the cost of a conference can be expensive typically ranging anywhere from \$150-\$300. In addition to those costs, hotel, mileage, food and fuel are also needed to attend conferences out of town.

Finally, the district may bring in a person from the region service center (or another speaker) to do a PD session for the whole district staff during an in-service day prior to school starting. The presenter may speak on a topic that is relevant to all staff and grade levels. The cost for this is incurred at the district level. As well as this, prior to school starting, the entire staff also gets a training (approximately 2 hours) on special education updates and reminders; this training is done in district by the educational diagnostician.

Rapport Among Participants

The participants all know each other, and as indicated by how many years they have taught, many of them have known each other for at least 10 years. Although all the participants have been teaching at the school for 5 years, a few of them have not been in their same grade level for that many years. For example, this is only kindergarten teacher 1's second year as a kindergarten teacher. She previously taught first grade at the same school, but was asked to move down a grade level two years ago when the campuses kindergarten enrollment spiked and they needed to add another kindergarten class. Rapport among the five participants appears

pleasant at this time, and they can all be seen saying “hi” in passing, sitting together and conversing at lunch and working together for other campus activities.

Action Plan Phases

The proposed action plan will be carried out in three phases, over the course of a seventeen-month period, or, for school purposes, over the course of one-and-a-half school years. Due to the amount of time each teacher has already worked at the campus, this appears feasible, as the teachers who will be participating have not previously demonstrated transient behavior in terms of remaining at the campus. This time frame will allow also for the teachers to gain an abundance of knowledge, skills, and confidence to assist them in facilitating prosocial skills for ECE children. Researchers have emphasized that initial PD trainings for educators are not enough for teachers to implement strategies with fidelity, and additional follow-up and coaching are needed in this process (Kretlow et al., 2012). On the same note, studies have shown that continued follow-up coaching and consulting with educators are effective ways for educators to implement PD content in to classrooms with fidelity (Fox et al., 2011; Kretlow et al., 2012). Therefore, this time frame will allow for teachers to have a vast amount of exposure to the research and strategies, as well as ample time to collaborate, ask questions and get performance feedback.

Table 35 shows a sample timeline and the subsequent phases of the action plan. The chart below shows a timeline of this process and the subsequent phases of the action plan.

Table 35

Action Plan Timeline

Semester	Phase
Spring	<i>Phase I</i> Rapport Building Research/Content Exposure
Summer	<i>Phase II</i> PD Training
Fall-Spring (1 school year)	<i>Phase III</i> Content into Practice: Facilitating Prosocial Skills in Classrooms

Action Plan Phase I**Building Rapport with Participants**

Rapport will need to be built between the participants and the PD presenter so the participants have confidence in the presenter and the methods. The relationship building will take place over the course of a semester, in the spring prior to the participants receiving the training. During the rapport-building phase, the presenter will use relationship-building time effectively by also using this time to begin exposing the participants to the literature on the need for facilitating prosocial skills in early childhood classrooms. The general idea is the participants need to understand why content is relevant to their classrooms, why the action plan is being implemented, and the importance of ensuring the methods are used. This also allows time for the teachers to become invested in the content, and encourages them to become self-directed learners. Self-directed learning is a process, which allows individuals to take responsibility for their own learning, including aspects such as goal setting, planning for, engaging in, and evaluating their own learning (Knowles, 1975). This is important, as it ultimately impacts how

much, how often, or how effective a teacher is in implementing new practices in to the classroom.

The first phase will start with the presenter meeting with all five participants at the beginning of a spring semester. This meeting does not necessarily have to be lengthy, but enough time for the presenter to brief with the participants, explain what will take place over the course of the next school-year-and-a-half, and what is expected of the participants. Although the participants already know the presenter, this will be a good time for everyone to continue to familiarize themselves with each other and a great way to begin the rapport-building phase. During this meeting-together- the presenter and participants will select five dates over the course of the semester (1 per month) where the participants and presenter will have lunch together to discuss the content and for the participants to begin understanding the research behind the methods. This will also allow the participants to take ownership in the process. Since the teachers grade levels (PK, K, 1) attend lunch one right after the other, minimal coverage will be needed. Additionally, the students go to recess right after lunch, and therefore an instructional aid can also help supervise classes for an additional 15 minutes after lunch if needed. Therefore, the rapport-building phase will not require special personnel or be a distraction to the rest of the school day. The lunch meetings will last no more than 45 minutes, with 30 minutes being the teachers' regularly scheduled lunch period.

Rapport and Content Knowledge Building

During the rapport-building phase (1 semester), the presenter will have continued contact with the participants through email and face-to-face interactions. As stated previously, during this phase, not only is the goal to acquaint the participants with the presenter to build a relationship and confidence in each other, but this will also be an important time to familiarize

the participants with the content of prosocial skills in early childhood classrooms-specifically, the literature. This will also allow time for teachers to set goals for what they want to accomplish. According to DeJoy and DeJoy (1987), the process for self-directed learning allows individuals to develop goals where the learner's current knowledge and skills are assessed. Then, the trainee (along with the help of the trainer) identifies resources for learning, defines tasks associated with the goals set, and determines how to self-assess progress (DeJoy & DeJoy, 1987). Therefore, phase one will incorporate instructing adults with self-directed learning strategies to effectively teach them. These sessions will primarily consist of the five participants and the presenter, however, if it is anticipated that any of the early childhood grades targeted will have a full-time aide in the classroom, the paraprofessionals will also be asked to attend these sessions in order expand the knowledge base and work collaboratively with the teacher during daily activities.

Since teachers' knowledge and skills impact how effectively they teach (Blazar, 2015), teachers need to begin building their knowledge with a sound research base. To do this, the presenter will have five research articles on this topic that the participants will be exposed to over the course of the five lunch sessions. The participants will each be given one article per month, one week prior to each lunch session. The expectation is that each participant will individually read the article at some point leading up to the scheduled lunch session for that month. Each participant will then bring their article, along with markings, questions, notes and discussion points, to the luncheon for further analyzing and discussion among all parties (participants and presenter). In order to allow maximum time for absorbing the material after a session, each session will be scheduled approximately a month apart. Therefore, after a session, participants would not receive the next session article until approximately two weeks after the

previous lunch session. Table 36 shows a sample schedule of the rapport building and content knowledge lunch sessions.

Table 36

Rapport Building Timeline

Session/ Month	Article	Content Area
Session 1: January	Fantuzzo, J. W., Bulotsky-Shearer, R., Fusco, R. A., & McWayne, C. (2005). An investigation of preschool classroom behavioral adjustment problems and social-emotional school readiness competencies. <i>Early Childhood Research Quarterly, 20</i> (3), 259-275. doi:10.1016/j.ecresq.2005.07.001	Relationship between social-emotional competencies and classroom behavior, peer play, social interactions and academic readiness
Session 2: February	Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., Crawford, A., Huang, W., Eisenberg, N., Spinrad, T. L., Barnes, M., Clancy-Menchetti, J., Lonigan, C. J., Phillips, B. M., de Villiers, J., de Villiers, P., Starkey, P., & Klein, A. (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. <i>Developmental Psychology, 50</i> (2), 526-541. doi:10.1037/a0033494	Teaching Social Skills
Session 3: March	Buck, G. H. (1999). Smoothing the rough edges of classroom transitions. <i>Intervention in School and Clinic, 34</i> (4), 224-227, 235.	Classroom Transitions
Session 4: April	Fernie, D. E., Davies, B., McMurray, P., & Kantor, R. (1993). Becoming a person in the preschool: Creating integrated gender, school culture, and peer culture positionings. <i>International Journal of Qualitative Studies in Education, 6</i> (2), 95-110. doi: 10.1080/0951839930060201	Roles & Responsibilities
Session 5: May	Skalicka, V., Belsky, J., Stenseng, F., & Wichstrom, L. (2015). Preschool-age problem behavior and teacher-child conflict in school: Direct and moderation effects by preschool organization. <i>Child Development, 86</i> (3), 955-964. doi:10.1111/cdev.12350	Classroom Organization

Action Plan Phase II

PD Sessions

The rapport sessions will help build teacher’s knowledge of the research, and this information will be reinforced through effective PD sessions. Effective PD provides teachers

with research-based practices (including curriculum and teaching strategies) to increase their knowledge and skills. Through workshops and coaching, effective PD has been shown to have a significant impact on preschool teachers, preschool students, and classroom quality (Bierman et al., 2008; Yoshikawa et al., 2015). Specifically, effective PD has positively impacted the ECE setting overall in the following ways: providing more emotional and instructional support for preschool teachers, encouraging higher levels of prosocial and academic gains in children, and strengthening organization in ECE classrooms (Bierman et al., 2008; Yoshikawa et al., 2015). The PD sessions outlined in this action plan will be a continuation of building teacher's knowledge, skills, and confidence, and therefore all teachers attending the PD sessions will be required to have completed phase one (rapport building) first.

The PD sessions will take place over a two-day span during the summer months; these two days will be scheduled in subsequent order during a calendar week toward the end of July. The month of July has been selected due to the fact that teachers return to work in August. Selecting the end of July allows teachers time to process the information, collaborate/discuss and conduct their own desired research prior to school starting, without allowing so much time as for teachers to forget the content that was taught (in contrast, say, for example, if the PD sessions were taught in June). This is also supportive of self-directed learning strategies.

There are four content areas to be taught during the PD sessions; therefore, each content area will be presented on for a half day (approximately three hours), with a one-hour lunch period. Due to the nature of the requirement, these sessions may count as the participants required two "comp" days, or, the participants may attend other PD sessions of their desire (in addition to the two days) during the summer months.

Since this will be the first time this action plan has been put in place, the PD sessions will only be open to the five participants and any paraprofessionals who participated in phase one. Therefore, it is anticipated that the group ratio will be 1 presenter for 4-6 participants. This will allow for a small group learning experience, where the presenter can focus on the participant's questions and needs in order for the participants to have a positive learning experience and be willing to implement the strategies with fidelity.

PD Content

Four areas that teachers can target in ECE classrooms to promote prosocial skills include classroom transitions, giving children roles and responsibilities, teaching age-appropriate social skills, and classroom organization (Fernie et al., 1993; Isbell, n.d.; Preusse, n.d.; Vitiello et al., 2012). These four areas can assist young children by developing communication, interaction with others, behavior control, and self-regulation (McCabe & Altamura, 2011; Fantuzzo et al., 2005). Additionally, the development of these skills supports academic learning (Coolahan et al., 2000). Therefore, the PD sessions will focus on these four areas to promote prosocial skill development in young children. All of the participants will need to have an understanding of the four content areas and the research behind the content prior to engaging in the professional development sessions. Finally, the overall action plan will incorporate two full days of content and learning, although this action plan will only focus on one of those areas at this time. Therefore, the following PD session will outline content and delivery for the area of classroom transitions, which will be delivered in a session for half of the day. A sample agenda that the participants will receive upon arrival is provided.

PD agenda.

Facilitating Prosocial Skills in ECE Classrooms, Part I:
Transitions and Classroom Organization

Presenter-Megan Pape, University of Houston Doctoral Student
Day 1, December 2016

8:00-8:15	Arrival & Continental Breakfast
8:15-8:30	Welcome
8:30-11:30	Session 1: Classroom Transitions
11:30-12:30	Lunch Discussion Groups (lunch provided, please plan on staying)
12:30-12:40	Welcome Back
12:40-3:45	Session 2: Classroom Organization
3:45-4:00	Closing: Final Thoughts & Questions

* We will not have designated breaks during scheduled content time, please use restroom as needed

** Please turn your cell phone turned off and put away during scheduled content learning times

***Have an open mind and have fun!! ☺ You are going to learn and grow today!

PD delivery.

The presenter will use multiple modes of delivery to teach the adults the content.

According to Tate (2004), learning strategies for adults that engage the brain include visuals, visualization, writing and reflection, technology, music, movement, manipulatives and models, brainstorming and discussion, and field trips. Therefore, the PD sessions will consist of the following approaches to presentation: visual methods (PowerPoint, posters), written methods (engaging handouts), physical methods (teachers engage in the activities the children will be expected to do), auditory (listening to information), and kinesthetic (hands on activities).

PD on classroom transitions.

The classroom transitions portion of the PD will focus on teaching the participants information on classroom transitions, antecedent events, environmental (visual) prompts/cues, and auditory prompts/cues. Teachers can use antecedents to signal transitions times to children (Sainato, 1990). “Antecedent” simply means the “thing” that is occurring before the desired behavior. Thus, antecedents work as “cues” for children. Effective antecedents for children include auditory or visual representations, such as music, a chart or buzzer (Register & Humpal, 2007; Sainato, 1990). These types of cues also provide students with other valuable learning opportunities; for example, singing during activities or using music for transitions gives children the opportunity to differentiate between sounds patterns and begin to identify familiar patterns (Isbell, n.d).

Welcome (15 minutes)

As the teachers are coming in, eating breakfast, talking and getting settled, they will most likely not be seated facing attention when the presenter is ready to start at 8:15. Therefore, at 8:15 exactly, the presenter will begin singing and acting out the following chant:

*Wiggle your fingers in the air.
Wiggle them, wiggle them everywhere!
Stomp your feet upon the ground.
Stomp them, stomp them all around.
Now sit down and cross your feet.
Hands in lap and nice and neat.
Now we are ready to start our day,
We'll listen first, and then we'll play.*

This should get everyone seated and ready to listen. Although the teachers may not know it at the time, it will later be explained through the lesson that this is an auditory prompt/cue to start the day, get the children seated and ready to learn. It can also be deemed an antecedent

event. Following the chant, the presenter will take the remaining time to review the schedule, opening remarks and answer any questions prior to starting. The chant will also be done to start the afternoon session of classroom organization, except the words “start our day” will be changed to “continue our day.”

Transitions in Early Childhood Classrooms (30 minutes)

The presenter will spend approximately 30 minutes presenting an over view of classroom transitions in early childhood classrooms, and components within transitions. Below are samples of PowerPoint slides and narrative that will be used as a basis for presenting the content.

CLASSROOM TRANSITIONS

What is a transition?

Definition:
“Movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change”

When are they used in classrooms?

- Between activities (“circle time”, centers, lessons)
- Within lessons (rotating tables/activities)
- Between schedule (snack time, lunch, recess)
- ALL DAY!!!



CLASSROOM TRANSITIONS (CONTINUED)

What is required of students during classroom transitions?

- Put closure to current activity
- Focus on teacher directions
- Comprehend teacher directions
- Movement
- Cleaning up materials
- Preparing new materials (getting out pencil, crayons, workbook, etc.)



What is required of teachers?

- Engaging in multiple activities (presenting directions, coordinating the storage of materials, supervising children, managing behavior, etc.)

The demands for children with attention related disorder, learning disabilities and other special populations groups are even higher (Bender & Mathes, 1995)

Reflect & Write

Take a few minutes to think about current transitions in your classroom. Which transition times/activities are hardest for the children. Which transition times/activities are hardest for YOU? What are contributing factors that make the transition difficult? Then, write a few of your thoughts down!

WHAT CAN TEACHERS DO TO “SMOOTH TRANSITIONS?”

According to Buck (1999), teachers should remember that young students often have difficulty meeting the behavioral expectations that are made of them during these periods. In order to help students gain control over these often stressful periods, teachers should assess the context in which the transitions occur, and develop interventions to improve behavior.

For example, think about the following...

- “Have I clearly defined the behaviors that I expect during the transition periods?”
- “Have I communicated my expectations or rules in a clear and understandable manner?”
- “Have I assessed the degree to which the students have comprehended my expectations?”
- “Have I periodically restated my expectations to the students?”



From Kindergarten Cop (1990)...

What can happen without clear expectations and when the children do not understand?



https://www.youtube.com/watch?v=t04X8_c80kg

An article written by Buck (1999) will be used as a partial basis for the content. At the end of this content area presentation, the presenter will give each of the participants a copy of the article, and explain this is an article discusses classroom transitions in early childhood classrooms. The goal of giving the article to the participants is for their further reading/knowledge exposure, if they desire. The article will be theirs to keep.

Antecedent Events (25 minutes)

The presenter will spend approximately 25 minutes teaching content on antecedent events for classroom transitions. Below are samples of PowerPoint slides and narrative that will be used for presenting the content.

ANTECEDENT EVENTS FOR TRANSITIONS

-What are antecedent events?
 The research says "Antecedent events may take the form of specific instructions to students prior to the intervention, a reduction in the amount of time children have to complete the transition, or the size of the task to be accomplished during the transition" (Sainato, 1990).

Basically, antecedent events are events that occur prior to a transition taking place. They are the "trigger" or the "thing" that tells the children it is time to transition to another place, activity, clean up, etc.

-Why are they needed?
 Research shows that effective transitions in classrooms for early childhood children increases time on task, reduces classroom and peer disruption, increases instruction time, reduce problem behaviors exhibited during transitions, and promotes independence of children navigating the classroom and routine.



Did You Know?
 The importance of facilitating smooth transition times is highlighted by the finding that preschool children may spend 20% to 30% of their time in transition from one activity to another.

ANTECEDENT EVENTS (CONTINUED)

-Antecedents can take the form of both verbal and nonverbal cues

Examples:

- dismissing children with cards to the next activity
- calling for children wearing a certain color
- dismissing children by gender
- singing, or using music
- using visual boards or representations
- using a "timer" that rings when time is up



Brainstorm & Collaborate!
 Take 5 minutes to discuss with a neighbor or group how students in your classroom currently transition between activities. Do you use antecedent events? How do students know when it is time to transition?

More Research!

- Study conducted by Sainato, Strain, Lefebvre, & Rapp (1987)
- Required 3 preschool children with autism to transition between activities using a buddy or when given a verbal prompt
- These children previously were shown to need "excessive" time during transition periods
- The rate of movement improved for all 3 children, regardless of antecedent procedure
- Conclusion: Antecedents are needed & they work!!

ANTECEDENT EVENTS (CONTINUED)



Reflection!
 What antecedent event has already been used during our training today? Do you think if the antecedent was used again, would you immediately know what the expectation is? What if it was used daily? **What impact would this have on children ages 3-7? What impact would it have on students with disabilities?**

Write about it

Take a few minutes to write about an antecedent for transitions that can be used in your classroom. After writing, we will share with the group. Be creative!





An article written by Sainato (1990) will be used as a partial basis for the content. At the end of this content area presentation, the presenter will give each of the participants a copy of the article, and explain this is an article that provides information on antecedents.

Auditory Prompts/Cues (35 minutes)

CLASSROOM TRANSITIONS AND AUDITORY CUES

Teachers sometimes do not allow enough time for transitions or do not establish routines for transitions.

Things to consider when planning transitions:

- developmental age
- engagement in current activity
- routine
- having a specific sequence for moving from one activity to another.



One way to do this is to use auditory cues for transition periods.



- Music
- Buzzer/Timer
- Time cues given by teacher

AUDITORY CUES (MUSIC)



- Music therapists have described how music provides structure as well as a cue for what is coming next in a routine (Rubio, 2003).
- Music is an effective way for students to know when its time to transition
- Music can include children singing songs/chants, music playing from a radio, or the teacher using a musical instrument
- Music can also be used as a soothing nature during the entire transition period in order to reduce student noise and activity.



Over the course of today and tomorrow's training, classical music will be used as an auditory transition cue. When you are working independently or in groups, when you hear the music, that is your cue that is time to transition to another activity or begin cleaning up. When you hear the music, your responsibility is to immediately stop what you are doing, visually locate the presenter, and wait quietly for directions.

AUDITORY CUES



- *Buzzer/Timer**
 - Used to signal the end of an activity or a distinct point in time
 - Auditorally stimulating
- *Time Cues (reminders)**
 - Time cues can reduce inappropriate/off task behavior that occur at the end of a lesson
 - Time cues are effective during centers, or when the class is broken in to groups
 - Time cues are effective because they provide needed predictability and stability in the learning environment (Buck, 1999).
 - Example: When students are completing seatwork, the teacher can walk around and quietly tell students they have a few minutes before they need to finish



Brainstorm & Collaborate!
 Take a few minutes to brainstorm with a partner or group. What are other auditory cues that can be used for transitions in your classrooms?

An article written by Register & Humpal (2007) will be used as a partial basis for the content. At the end of this content area presentation, the presenter will give each of the

participants a copy of the article, and explain this is an article that provides information on using musical transitions in their classrooms. Additionally, the Buck article they have previously been given also provides information on music cues.

Environmental Prompts/Cues (Visual) (35 minutes)

VISUAL CUES-CUE CARDS

-Teachers should establish routines that are easily learned by students. One way to do this is to have specific sequences for moving from one activity to another. Visual cue cards or patterns can be used in the classroom.

-Cue cards can be taped to students desks for individual cues/transitions

HOW I MOVE TO THE NEXT ACTIVITY

1. Listen to Teacher's Directions
2. Put Materials Away
3. Push Chair In
4. Walk Quietly to Next Activity
5. Wait Patiently for Teacher to Start Next Activity

Figure 1. Sample cue card for student transitions.

work

clean up

line up

sit

Go!

listen

More IDEAS!

Figure 1-Sample cue card from Buck (1999)

VISUAL SCHEDULE

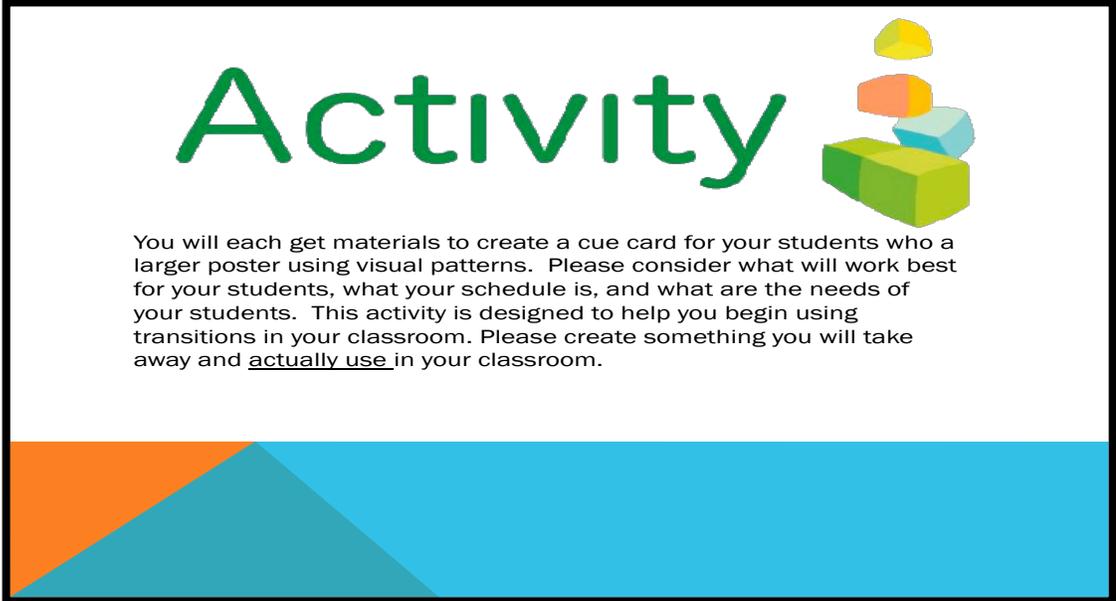
"Having specific sequences for moving from one activity to another, and having specific storage spaces are crucial for young students (Buck, 1999)."

Visual Patterns provide a way for students to not only know what to expect next, but as a way to work independently and transition independently within activities/lessons. When used as a "whole group" tool, this can be thought of as a visual schedule that children can follow. The example show displays how young children can become independent at preparing for lunch.

Wash Hands

Get Lunch Card

Line Up

The slide features the word "Activity" in a large, green, sans-serif font. To the right of the text is a stack of five colorful geometric shapes: a yellow pyramid, an orange cube, a light blue cube, a green cube, and a green rectangular prism. Below the text is a paragraph of instructions. The bottom of the slide is decorated with a blue horizontal bar and a teal triangle on the left side.

Activity

You will each get materials to create a cue card for your students who a larger poster using visual patterns. Please consider what will work best for your students, what your schedule is, and what are the needs of your students. This activity is designed to help you begin using transitions in your classroom. Please create something you will take away and actually use in your classroom.

Experiential Learning (35 minutes)

For the final portion of the morning session, the participants will go to a classroom on campus that incorporates strategies for transitions that were just taught. This “field trip” will allow for an experiential learning experience. According to Dewey (1938), experience and learning have a causal relationship, and there is a gap between traditional learning and the experiences students need to acquire the content meaningfully. Learning through experience involves a process of application, which produces a change, or transforming of an individual (Dewey, 1938). Additionally, it is not just the opportunity that creates the effect of an experience, but rather the quality of the experiences encountered (Dewey, 1938). Research has confirmed these notions by demonstrating that authentic learning is an effective means for learning for all ages, including preschool age children through adults. Furthermore, it has been

shown that experiential learning is a more effective means of learning than traditional learning techniques (Green & Ballard, 2010).

Based on this, the goal of the “field trip” to the classroom, is to provide an authentic learning experience that will impact the adult learners in a way that they would not get just sitting and listening to instruction. This experience will entail the classroom being set up with methods that the adult learners were just shown, for example, by having visual aids for transitioning. The participants will first be able to explore the classroom, and then will be instructed that the presenter, along with the participants will “role-play” a portion of the school day. For example, to transition to lining up to leave the classroom, the presenter will play music to demonstrate an auditory prompt. When the participants get to the classroom, they will be told they can look around and ask questions for about five minutes, and when the timer goes off, they are to sit on the rug. There will also be centers set up at tables that the participants will work on during this experiential learning process.

(Transition back to classroom & get settled 5 minutes)

Morning Concluding Remarks & Prepare for Lunch Groups (15 minutes)

The morning session will end with the participants returning to the initial room and the presenter taking approximately fifteen minutes to conclude the session, including answering any final questions the participants may have. Additionally, it will be explained to the participants that they will be required to stay for lunch and lunch will be provided. It will be discussed that lunch will be a time of reflection and collaboration for the teachers on the content just taught, as well as to further discuss information, issues or questions with the presenter that the participants have through their conversations together. The allotted time for lunch will be 1 hour.

Lunch (1 hour)

Lunch will be provided to the participants. The group as a whole will have the option of how they want to split up. Sample groups (not an exhaustive list) on how the participants may break apart for collaboration during lunch are shown in Table 37.

Table 37

Lunch Breakout Group Sample

Sample Option 1	Sample Option 2
Group 1: Pre-K & Paraprofessionals	Group 1: Pre-Kindergarten/ Kindergarten
Group 2: Kindergarten Teachers	Group 2: 1 st Grade Teachers
Group 3: 1 st Grade Teachers	Group 3: Paraprofessionals

Afternoon Session

The afternoon session for day one will be on the content of classroom organization. At this time, the content is not included in the action plan.

PD handout.

The following handout will be given to the participants for the transition PD session. There will be one handout for each of the four content areas.

CLASSROOM TRANSITIONS

“A TRANSITION IS A TEACHER INITIATED DIRECTIVE TO STUDENTS TO END ONE ACTIVITY AND START ANOTHER.”
-ARLIN, 1979

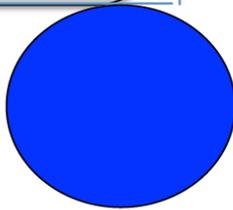
- Why Do We Need Effective Transitions?**
- ❖ Decreases off task/problem behavior during transitions, activities, and routines
 - ❖ Less disturbance of peers
 - ❖ Less disruption of classroom
 - ❖ Promotes Autonomy
 - ❖ More productive time for children

Transition Ideas

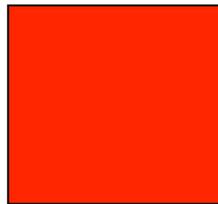
Presented by:
Megan Pape



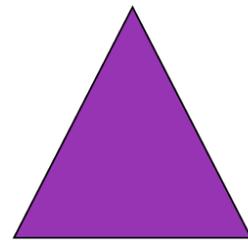
Visual Schedule/Cues



Wash Hands



Get Lunch Card



Line Up

THEORY AT WORK! Using the quote above, think about it! Under what circumstances are teacher directed transitions beneficial? Under what circumstances are other modes of transitioning more beneficial? Explain:

PD evaluation.

At the end of the PD session on the second day, all the participants will be given one survey, which they will complete prior to leaving the session. The survey will encompass components such as to what extent the participants feel they understand the content, to what extent the PD sessions improved their knowledge of the content and how they will implement the strategies in to their classrooms. A sample survey can be seen below. (Note: Section 2 survey items are derived from the Prekindergarten Summer Academy Awareness Survey).

PD Survey

PART I: Please respond to each item below, indicating on a scale from 1 (Not at All) to 5 (To a Great Extent), the level of impact the PD training had on your knowledge, skills, and understanding of the content area.

Item	Question	Not at All					To A Great Extent
1.	I understood the purpose of the session(s), including supporting research	1	2	3	4	5	
2.	I was intellectually engaged with important ideas relevant to the focus of the session	1	2	3	4	5	
3.	I learned new content today	1	2	3	4	5	
4.	I will integrate the content I learned in to my classroom	1	2	3	4	5	
5.	I will integrate the teaching strategies I learned in to my classroom	1	2	3	4	5	
6.	I have a good understanding of how to implement content and strategies in my classroom to improve prosocial skills for children	1	2	3	4	5	
7.	I can begin implementing content and strategies in to my classroom immediately	1	2	3	4	5	
8.	I would like to integrate the content and strategies, but feel I will need ongoing support to be successful	1	2	3	4	5	
9.	The depth and breadth of the content was appropriate for my current needs	1	2	3	4	5	
10.	Appropriate connections of prosocial skills were made to areas, such as behavior and academics	1	2	3	4	5	
11.	The design of the session reflected careful planning and organization	1	2	3	4	5	
12.	The content and session was presented in a way that is appropriate for my (adult) level of learning and relevant to my teaching area	1	2	3	4	5	
13.	The design of the session encouraged a collaborative approach to learning	1	2	3	4	5	
14.	Adequate time and structure were provided for participants to share experiences and insights	1	2	3	4	5	
15.	Adequate time and structure were provided for "sense-making," including reflection of concepts and strategies	1	2	3	4	5	
16.	The facilitator(s) were knowledgeable and understood their subject matter, including being able to answer questions asked by participants	1	2	3	4	5	
17.	Overall, this PD has improved my understanding of the content area	1	2	3	4	5	
18.	Overall, this PD will benefit students in my classroom	1	2	3	4	5	

PART 2: Please respond to each item below, indicating on a scale from 1 (Limited) to 5 (Major), the level of impact the PD training had on your knowledge, skills, and understanding of the content area.

Item	As a result of this training I have...	Limited Impact				Major Impact
1.	Increased my knowledge about the importance of classroom organization for my students	1	2	3	4	5

2. Increased my knowledge about the importance of incorporating transition activities for early childhood students	1	2	3	4	5
3. Increased my knowledge about the importance of providing my students with roles and responsibilities in the classroom	1	2	3	4	5
4. Increased my knowledge about age-appropriate social skills for my students	1	2	3	4	5
5. Acquired the skills to improve my classroom organization	1	2	3	4	5
6. Acquired the skills to improve transitions for my students	1	2	3	4	5
7. Learned a variety of roles and responsibilities that my students can have in my classroom	1	2	3	4	5
8. Acquired the skills to assess my classroom’s organization	1	2	3	4	5
9. Acquired the skills to assess the social skills of students in my classroom	1	2	3	4	5
10. Acquired the skills to remediate organizational problems in my classroom	1	2	3	4	5
11. Acquired the skills to remediate the social skills difficulties of students in my classroom	1	2	3	4	5

 PART 3: Please respond to each item below, indicating on a scale from 1 (Not Very) to 5 (Very), the level of confidence you currently feel in your overall skills, after your participation in the PD training(s).

Item	Overall Level of Confidence	Not Very Confident			Very Confident	
1.	How confident are you in classroom organization?	1	2	3	4	5
2.	How confident are you in teaching transitions?	1	2	3	4	5
3.	How confident are you in teaching roles and responsibilities?	1	2	3	4	5
4.	How confident are you in teaching age-appropriate social skills?	1	2	3	4	5

Thank you for your time and participation in both our PD series and providing feedback. Your experience is important to us! ☺ Additional Questions or Comments? Please email Megan Pape at pape.uofh@gmail.com

PD results.

Once the presenter has collected a survey from all participants, the presenter will use the information provided by the teachers to assist the school in implementing phase three of the action plan. In other words, the presenter will analyze the data and work closely with the campus principal and/or campus specialist who will be responsible for providing the coaching/support/mentoring to teachers throughout phase three. For example, the overall results of the survey may show that all participants have low confidence in implementing strategies for classroom organization. In this case, it may be beneficial to provide additional training to all parties in this area, or, the results of the survey may show the prekindergarten teacher does not

plan to or know how to implement strategies for roles and responsibilities in her classroom, and therefore may need additional individual teaching or more coaching support than the other teachers. In any case, the surveys will be used to drive the methods for phase three; this will be for both the early grades as a whole, and on an individual basis.

PD assessment (formative).

The following assessment tool may be used to evaluate the PD sessions and content as a whole. This assessment tool draws upon content from Pryczak (2005).

Area	Level 1	Level 2	Level 3	Level 4
Literature/ Previous Research	Previous research is not presented or is limited.	Previous research is presented but some solutions may be left out or research presented is one-sided. Research cited is beyond the last 5 years and is hard to determine the path to the research question.	Previous research is presented but some solutions may be left out or research presented is one-sided. Research cited is current and leads to a hypothesis or question.	Previous research is presented and covers all sides of the issue. Research cited is current (last 5 years). Research presented logically leads to a hypothesis or research question.
Samples	Sample is not appropriate in terms of size, age (not preschool/early childhood), control or generalizability.	Sample is stated but procedures for selection are not. Sample is controlled for, but has 3 or more flaws. Sample children are preschool/early childhood age but generalizability may be difficult due to sample size.	Sample is stated with procedures for selection. Sample is controlled for, but has 1-2 flaws. Sample children are preschool/early childhood age and appropriate for generalizing results.	Sample is stated with procedures for selection. Sample is controlled for correctly depending on the type of study. Sample children are preschool /early childhood age and appropriate to generalize results.
Instruments	Instrument is not shown And/or not appropriate for data collection to answer the research question being asked.	Sample of instrument is provided and/or shown to adult learners. How the instrument was developed/used is discussed but reliability and/or validity do not appear to be good measures for data collection purposes.	Sample of instrument is provided and/or shown to adult learners. How the instrument was developed/used is discussed including reliability and validity are borderline.	Sample of instrument is provided and/or shown to adult learners. How the instrument was developed/used is discussed including reliability and validity. Reliability and validity confirm the instrument is appropriate for data collection
Methods & Report of Results	Methods for data collection are unclear or do not lead to a logical conclusion in the findings/PD/content area. Results are not presented visually or easily understood.	Methods for data collection are not clearly stated and/or have at least one flaw. Setting is discussed, though it is unclear if subjects are protected. Results are presented but in a way that is not visual or hard to understand. Presenter has trouble answering 3 or more questions about the research results. Findings do not support all of the PD content being taught.	Methods for data collection are clearly stated and appropriate for the type of study. Setting is discussed, subjects protected. Results are presented but in a way that is not visual or hard to understand. Presenter has trouble answering 1-2 questions about the research results. Findings support the PD content being taught.	Methods for data collection are clearly stated and appropriate for the type of study. Setting is discussed, subjects protected. Results are presented visually and easily understood. Presenter is able to answer all questions asked about the research results. Findings support the PD content being taught
Professional Development	Professional development is not organized or does not support adult learning research based strategies. PD content cannot be implemented for young children.	Professional development is conducted in an organized way but does not promote collaboration, reflection, and/or learning for adults. Strategies are not researched based or easily understood but can be implemented in classrooms for young children.	Professional development is conducted in an organized way but does not promote collaboration, reflection, and/or learning for adults. Strategies are researched based, though not easily understood but can be implemented in classrooms for young children.	Professional development is conducted in an organized way that promotes collaboration, reflection, and learning for adults. Strategies are researched based, easily understood and can be implemented in classrooms for young children.

Action Plan Phase III

Content in to Practice

The expectation is that the teachers will implement all the content in to their classrooms at the beginning of the school year. During in-service days (the week prior to school starting) they will be allowed time to collaborate and make items that will support their plan to implement and facilitate prosocial skills in their classrooms. Additionally, they will meet with the coach/mentor who will be supporting them through this yearlong process to go over what this will look like in their specific classroom and answer any final questions prior to putting the content in to practice.

Teacher Support and Coaching

Research has shown that in-service trainings are not enough, but must be followed up with subsequent support and coaching to make changes at the classroom level (Kretlow et al., 2012). The teachers will be provided support in phase three to assist them in facilitating prosocial skills in their classrooms. Additionally, the support coach will also help monitor progress to ensure teachers continue to use the content learned over the course of a full school year. As mentioned above, the coach will meet with each of the five teachers prior to school starting for a session of approximately 30 minutes. During the year, the coach will spend approximately 45 minutes with each teacher, twice a month. This time frame will include a 15-minute observation and 30 minute follow up session. The observations will be random, so the teacher cannot “prepare” for the coach, and so the coach can observe how content is occurring naturally in the classroom setting. The follow up session will allow for feedback of the observation, as well as for teachers to ask any questions that may arise. It should be noted that this is the minimum amount of time that the teacher will receive for coaching/support. Teachers

can receive as much support time as they need to feel confident in facilitating prosocial skills in their classrooms; they can request additional observations or follow up sessions, as needed.

Implementation at the Campus Level (Classrooms)

Again, each of the teachers will be required to begin facilitating prosocial interactions in their classrooms when school starts. This will be demonstrated by how teachers are using transitions, how they are teaching age-appropriate social skills, how they are encouraging roles and responsibilities, and how they are organizing the learning environment. Essentially, the coach/mentor and principal should be able to see a change from what the classroom looked like previously, or how it operated, from what the teacher is doing now. There is no “one-size-fits-all” model, so it will be up to the teachers on how they would like to incorporate the content in to their classroom. Research has shown that progress on goals set by the client (teacher) has had a more positive turn out, while goals initiated by the coach had a negative effect (Gessnitzer & Kauffeld, 2015). Therefore, although the coach will be present to support the teachers, teachers should be encouraged to implement the content in a way that they feel is best for their classrooms; teachers will also set goals with the coach to assist their students in making progress.

PD Content Reinforcement

Two additional PD sessions will be provided throughout the year, to serve as a “refresher” and to reinforce the content. These will occur at month three of the school year (November) and month six (February). The purpose of these sessions is to reteach the content to the teachers, in order to help them to best continue using the content in their classrooms. Although the presentations will not be identical to the initial PD provided, the content will be very similar. The teachers will be engaged with different adult learning strategies as well, so as to not become bored and disconnected during these sessions.

References

- 2013-2014 Texas Academic Performance Report. (2015, November 12). Retrieved from <http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>
- 2014-2015 Texas Academic Performance Report. (2016, February 25). Retrieved from <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/state.pdf>
- About NAEYC | National Association for the Education of Young Children | NAEYC. (n.d.). Retrieved March 22, 2016, from <http://naeyc.org/content/about-naeyc>
- Arlin, M. (1979). Teacher transitions can disrupt time flow in classrooms. *American Educational Research Journal*, 16(1), 42-56.
- Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education Journal*, 39, 397-405. doi:10.1007/s10643-011-0481-x
- Babcock, F., Hartle, L., & Lamme, L. L. (1995). Prosocial behaviors of five-year-old children in sixteen learning/activity centers. *Journal of Research in Childhood Education*, 9(2), 113-127. doi:10.1080/02568549509594870
- Bender, W.N. & Mathes, M.Y. (1995). Students with ADHD in the inclusive classroom: A hierarchical approach to strategy selection. *Intervention in School and Clinic*, 30, 226-234.
- Bergin, C. A., Bergin, D. A., & French, E. (1995). Preschoolers' prosocial repertoires: Parents' perspectives. *Early Childhood Research Quarterly*, 10, 81-103.

- Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., Blair, C., Nelson, K. E., & Gill, S. (2008). Promoting academic and social-emotional school readiness: The head start REDI program. *Child Development, 79*(6), 1802-1817. doi:10.1111/j.1467-8624.2008.01227.x
- Blazar, D. (2015). Effective teaching in elementary mathematics: Identifying classroom practices that support student achievement. *Economics of Education Review, 48*, 16-29. <http://dx.doi.org/10.1016/j.econedurev.2015.05.005>
- Brown, C. P. & Mowry, B. (2015). Close early learning gaps with rigorous dap. *Phi Delta Kappan, 96*(7), 53-57. doi:10.1177/0031721715579041
- Buck, G. H. (1999). Smoothing the rough edges of classroom transitions. *Intervention in School and Clinic, 34*(4), 224-227, 235.
- Burts, D. C., Hart, C. H., Charlesworth, R., & Kirk, L. (1990). A comparison of frequencies of stress behaviors observed in kindergarten children in classrooms with developmentally appropriate versus developmentally inappropriate instructional practices. *Early Childhood Research Quarterly, 5*(3), 407-423. doi:10.1016/0885-2006(90)90030-5
- CASEL: Collaborative for Academic, Social, and Emotional Learning. (n.d.). Retrieved March 13, 2016, from <http://www.casel.org/social-and-emotional-learning/>
- Center for Houston's Future. (2012). *2012 Indicator report human capital development and education: Early childhood, K-12, workforce preparedness*. Houston, TX.
- Connolly, J.A. & Doyle, A-B. (1984). Relation of social fantasy play to social competence in preschoolers. *Developmental Psychology, 20*(5), 797-806.

- Coolahan, K., Fantuzzo, J., Mendez, J., & McDermott, P. (2000). Preschool peer interactions and readiness to learn: Relationships between classroom peer play and learning behaviors and conduct. *Journal of Educational Psychology, 92*(3), 458-465.
doi:10.1037/0022-0663.92.3.458
- Curby, T. W., Brown, C. A., Bassett, H. H., & Denham, S. A. (2015). Associations between preschooler's social-emotional competence and preliteracy skills. *Infant and Child Development, 24*(5), 549-570. doi: 10.1002/icd.1899
- Dee, T. S. & Jacob, B. J. (2011). The impact of no child left behind on student achievement. *Journal of Policy Analysis and Management, 30*(3), 418-446. doi:10.1002/pam.20586
- DeJoy, J. K. & DeJoy, D. M. (1987). Self-directed learning: The time is now. *Training and Development Journal, 41*(9), 64-66.
- Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone.
- Drake, K., Belsky, J., & Pasco Fearon, R. M. (2014). From early attachment to engagement with learning in school: The role of self-regulation and persistence. *Developmental Psychology, 50*(5), 1350-1361. doi:10.1037/a0032779
- Dunn, L. & Herwig, J. E. (1992). Play behaviors and convergent and divergent thinking skills of young children attending full-day preschool. *Child Study Journal, 22*(1), 23-38.
- Education Code Chapter 29. Educational Programs. (1995). Retrieved March 21, 2016, from <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm>
- Employment. (n.d). Retrieved March 1, 2016, from <http://www.krknortheldridge.com/school-info/employment#>
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2011). *Handbook of classroom management research, practice and contemporary Issues*. New York, NY: Routledge.

- Fantuzzo, J. W., Bulotsky-Shearer, R., Fusco, R. A., & McWayne, C. (2005). An investigation of preschool classroom behavioral adjustment problems and social-emotional school readiness competencies. *Early Childhood Research Quarterly, 20*(3), 259-275.
doi:10.1016/j.ecresq.2005.07.001
- Fernie, D. E., Davies, B., McMurray, P., & Kantor, R. (1993). Becoming a person in the preschool: Creating integrated gender, school culture, and peer culture positionings. *International Journal of Qualitative Studies in Education, 6*(2), 95-110.
doi: 10.1080/0951839930060201
- Ferriter, W. M. & Provenzano, N. (2013). Today's lesson: Self-directed learning...for teachers. *Phi Delta Kappan, 95*(3), 16-21.
- Florez, I. R. (2011). Developing young children's self-regulation through everyday experiences. *Young Children, 66*(4), 46-51.
- Foulks, B., & Morrow, R. D. (1989). Academic survival skills for the young child at risk for school failure. *Journal of Educational Research, 82*(3), 158-165.
- Fox, L., Hemmeter, M., Snyder, P., Binder, D. P., & Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. *Topics in Early Childhood Special Education, 3*(3), 178-192.
doi:10.1177/0271121411404440
- Funk, M. (n.d.). Help! Fix that Kid! How Social and Emotional Competence Encourages and Supports Healthy Behaviors. Retrieved March 2, 2016, from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=469

- Gandini, L. (2011). Play and the hundred languages of children. *American Journal of Play*, 4(1), 1–18. Retrieved from www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/4-1-interview-gandini.pdf
- Gessnitzer, S. & Kauffeld, S. (2015). The working alliance in coaching: Why behavior is the key to success. *The Journal of Applied Behavioral Science*, 51(2), 177-197.
doi: 10.1177/0021886315576407
- Girard, L-C., Girolametto, L., Weitzman, E., & Greenberg, J. (2011). Training early childhood educators to promote peer interactions: Effects on children’s aggressive and prosocial behaviors. *Early Education and Development*, 22(2), 305-323.
doi: 10.1080/10409281003668060
- Glascott Burriss, K. & Tsao, L. (2002) How much do we know about the importance of play in child development? *Childhood Education*, 78(4), 230-233.
doi: 10.1080/00094056.2002.10522188
- Green, G., & Ballard, G. H. (2010). No substitute for experience: Transforming teacher preparation with experiential and adult learning practices. *Southeastern Regional Association of Teacher Educators Journal*, 20(1), 12-20.
- Grusec, J. E. & Davidov, M. (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. *Child Development*, 81(3), 687-709.
doi: 10.1111/j.1467-8624.2010.01426.x
- Honig, A. S. & Wittmer, D. S. (1996). Helping children become more prosocial: Ideas for classrooms, families, schools and communities. *Young Children*, 51(2), 62-70.
- Hyson, M. & Taylor, J. L. (2011). Caring about caring: What adults can do to promote young children’s prosocial skills. *Young Children*, 66(4), 74-83.

Individuals with Disabilities Education Act, Public Law 99-457, 99th Cong. (1986).

Individuals with Disabilities Education Act, Public Law 108-446, 108th Cong. (2004).

Ingersoll, R. (2012). Beginning teacher induction what the data tells us. *Phi Delta Kappan*, 93(8), 47-51.

Ingersoll, R., Merrill, L. & Stuckey, D. (2014, April). Seven trends: The transformation of the teaching force. *Consortium for Policy Research in Education*. Retrieved from http://cpre.org/sites/default/files/workingpapers/1506_7trendsapril2014.pdf

IRIS Center. (n.d.). Retrieved April 26, 2016, from <http://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p01/#content>

Isbell, R. (n.d.). An Environment that Positively Impacts Young Children. Retrieved February 22, 2016, from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=334

Job Chart Ideas for Preschool: Making Every Child Count. (2012, June 6). Retrieved March 6, 2016, from <http://www.brighthubeducation.com/teaching-preschool/54331-using-job-charts-in-the-preschool-classroom/>

Johnson, C. A. (n.d.). Ask the Expert: 10 Ways to Prepare Preschoolers for Kindergarten. Retrieved March 6, 2016, from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=518

Johnson, M. (1980). Effective teaching as perceived by teachers and principals in selected Indiana school corporations. *Ball State University Doctoral Dissertations*. Abstract. Muncie, IN: <https://cardinalscholar.bsu.edu/handle/handle/177109>

- Klein, T. P. (2009, May 1). Play: Children's Context for Development. Retrieved March 1, 2016, from <http://www.communityplaythings.com/resources/articles/2009/play-childrens-context-for-development>
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. Englewood Cliffs, NJ: Prentice Hall.
- Knowles, M. S. (1977). Adult learning processes: pedagogy and andragogy. *Religious Education, 72*(2), 202-211.
- Kretlow, A. G., Cooke, N. L., & Wood, C. L. (2012). Using in-service and coaching to increase teachers' accurate use of research-based strategies. *Remedial and Special Education, 33*(6), 348-361. doi:10.1177/0741932510395397
- LaFreniere, P. J. & Sroufe, L. A. (1985). Profiles of peer competence in the preschool: Interrelations between measures, influence of social ecology, and relation to attachment history. *Developmental Psychology, 21*(1), 56-69.
- Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., Crawford, A., Huang, W., Eisenberg, N., Spinrad, T. L., Barnes, M., Clancy-Menchetti, J., Lonigan, C. J., Phillips, B. M., de Villiers, J., de Villiers, P., Starkey, P., & Klein, A. (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology, 50*(2), 526-541. doi:10.1037/a0033494
- Lennon, R. & Eisenberg, N. (1987). Emotional displays associated with preschoolers' prosocial behavior. *Child Development, 58*(4), 992-1000. doi:10.2307/1130540

- LoCasale-Crouch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2007). Observed classroom quality profiles in state-funded prekindergarten programs and associates with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly, 22*(1), 3-17.
doi:10.1016/j.ecresq2006.05.001
- Lyons-Ruth, K., Alpern, L., & Repacholi, B. (1993). Disorganized infant attachment classification and maternal psychosocial problems as predictors of hostile-aggressive behavior in the preschool classroom. *Child Development, 64*(2), 572-585.
doi:10.1111/j.1467-8624.1993.tb02929.x
- McCabe, P. C. & Altamura, M. (2011). Empirically valid strategies to improve social and emotional competence of preschool children. *Psychology in Schools, 48*(5), 513-540.
doi:10.1002/pits.20570
- McKenzie, E.N. (2013). National board certification and developmentally appropriate practices: Perceptions of Impact. *Journal of Research and Childhood Education, 27*(2), 153-165.
doi:10.1080/02568543.2013.766661
- Mackun, P. & Wilson, S. (2011, March). Population Distribution and Change: 2000 to 2010. *United States Census Bureau*. Retrieved March 1, 2016, from <http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf>
- Merriam-Webster. (n.d.). Retrieved February 29, 2016, from <http://www.merriam-webster.com/dictionary/transition>

- Mueller, J., Wood, E., Willoughby, T., Ross, C., & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers and Education, 51*, 1523-1537.
doi:10.1016/j.compedu.2008.02.003
- Mushayikwa, E., & Lubben, F. (2009). Self-directed professional development-hope for teachers working in deprived environments? *Teaching and Teacher Education, 25*(3), 375-382. doi:10.1016/j.tate.2008.12.003
- NAEYC Public Policy Overview. (n.d.). Retrieved March 13, 2015, from <http://www.naeyc.org/policy>
- National Association for the Education of Young Children | NAEYC. (n.d.). Retrieved March 13, 2015, from <http://www.naeyc.org/policy/excellence>
- Neuenschwander, R., Rothlisberger, M., Cimeli, P., & Roebbers, C. M. (2012). How do different aspects of self-regulation predict successful adaptation to school? *Journal of Experimental Child Psychology, 113*(3), 353-371. doi:10.1016/j.jecp.2012.07.004
- No Child Left Behind Act, Public Law 107-110, 107th Cong. (2002).
- Oliver, R. M. & Reschly, D. J. (2007). Effective classroom management: Teacher preparation and professional development, National Comprehensive Center for Teacher Quality. Retrieved March 15, 2016, from <http://files.eric.ed.gov/fulltext/ED543769.pdf>.
- Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Pancsofar, N., & Petroff, J. G. (2013). Professional development experiences in co-teaching: Associations with teacher confidence, interests and attitudes. *Teacher Education and Special Education, 36*(2), 83-96. doi:10.1177/0888406412474996

- Preusse, K. (n.d.). Fostering Prosocial Behavior in Young Children. Retrieved February 29, 2016. from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleId=566
- Pryczak, F. (2005) *Evaluating Research in Academic Journals*, Pryczak Publishing.
- Public Education Information Management System (2010). Retrieved April 11, 2016, from <http://ritter.tea.state.tx.us/peims/standards/1314/index.html?e0919>
- Ramaswamy, V. & Bergin, C. (2009). Do reinforcement and induction increase prosocial behavior? Results of a teacher-based intervention in preschools. *Journal of Research in Childhood Education*, 23(4), 527-538. doi:10.1080/02568540909594679
- Raver, C. C. & Knitze, J. (2002). Ready to enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Old Children, Columbia University Academic Commons. Retrieved February 22, 2016, from <http://hdl.handle.net/10022/AC:P:9263>.
- Register, D. & Humpal, M. (2007). Using musical transitions in early childhood classrooms: Three case examples. *Music Therapy Perspectives*, 25(1), 25-31.
- Rubio, Y. (2003). Special children, the classroom, and music therapy. *Early Childhood Connections*, 9, 37-42.
- Ryon, H.S., Wright, B., Whalen, C., Kallus, R., & Grasso, A. (2016). *Enrollment in Texas Public Schools*. Retrieved from http://tea.texas.gov/acctres/enroll_index.html.
- Sadowski, M. (2006). Core knowledge for pk-3 teaching: Ten components of effective instruction. New York, NY: Foundation for Child Development. Retrieved March 10, 2016, from http://fcd-us.org/sites/default/files/Core_Knowledge.pdf

- Sainato, D. M. (1990). Classroom transitions: Organizing environments to promote independent performance in preschool children with disabilities. *Education and Treatment of Children, 13*(4), 288-298.
- Sainato, D. M., Strain, P. S., Lefebvre, D., Rapp, N. (1987). Facilitating transition times with handicapped preschool children: A comparison between peer-mediated and antecedent prompt procedures. *Journal of Applied Behavioral Analysis, 20*(3), 285-291.
- Skalicka, V., Belsky, J., Stenseng, F., & Wichstrom, L. (2015). Preschool-age problem behavior and teacher-child conflict in school: Direct and moderation effects by preschool organization. *Child Development, 86*(3), 955-964. doi:10.1111/cdev.12350
- Stipek, D. (2006). No child left behind comes to preschool. *The Elementary School Journal, 106*(5), 455-465.
- Stipek, D. J. & Ryan, R. H. (1997). Economically disadvantaged preschoolers: Ready to learn but further to go. *Developmental Psychology, 33*(4), 711-723.
- Tate, M. (2004). *“Sit and get” won’t grow dendrites*. Thousand Oaks, CA: Corwin Press.
- TEA Early Childhood Education in Texas. (n.d.). Retrieved March 15, 2016, from <http://tea.texas.gov/earlychildhoodeducation.aspx>
- TEA: No Child Left Behind and Elementary and Secondary Education Act. (n.d.). Retrieved March 22, 2016, from http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/No_Child_Left_Behind_and_Elementary_and_Secondary_Education_Act/
- TEA Texas Academic Performance Reports. (n.d.). Retrieved March 22, 2016, from <http://tea.texas.gov/perfreport/tapr/index.html>

Texas Education Agency 2015 Accountability Summary. (2015, November 13).

Retrieved from <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

Texas Education Agency. (n.d.). Retrieved March 1, 2016, from

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Texas Education Agency. (2007). Retrieved March 15, 2016, from

<https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>

Texas Education Agency. (2008). *Revised Texas prekindergarten guidelines*. Retrieved from

<http://tea.texas.gov/pkg.aspx>

Texas Education Agency. (2010). *Texas essential knowledge and skills for English language arts and reading, subchapter a., elementary school*. Retrieved from

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

Texas Education Agency House Bill 4 (n.d.). Retrieved October 6, 2015, from

http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/House_Bill_4_and_High-Quality_Prekindergarten_Programs/

Texas Education Agency Eligibility for Prekindergarten. (n.d.). Retrieved March 22, 2016, from

<http://tea.texas.gov/ece/eligibility.aspx>

Texas Essential Knowledge and Skills. (n.d.). Retrieved March 15, 2016, from

<http://tea.texas.gov/curriculum/teks/>

U.S Department of Education. (n.d.). Retrieved March 1, 2016, from <http://idea.ed.gov/>

Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6(2),

129-135. doi:10.1111/j.1750-8606.2011.00192.x

- Vitiello, V. E., Booren, L. M., Downer, J. T., Williford, A. P. (2012). Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. *Early Childhood Research Quarterly, 27*(2), 210-220.
doi:10.1016/j.ecresq.2011.08.005
- Wentzel, K. R. (1991). Relations between social competence and academic achievement in early adolescence. *Child Development, 62*(5), 1066-1078. doi:10.1111/j.1467-8624.1991.tb01589.x
- Williford, A. P., Vick Whittaker, J. E., Vitiello, V. E., & Downer, J. T. (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development, 24*(2), 162-187. doi:10.1080/10409289.2011.628270
- Wisner Fries, A. B., Ziegler, T. E., Kurian, J. R., Jacoris, S., & Pollak, S. D. (2005). Early experience in humans is associated with changes in neuropeptides critical for regulating social behavior. *Proceedings of the National Academy of Sciences of the United States of America, 102*(47), 17237-17240. doi:10.1073/pnas.0504767102
- Yoshikawa, H., Snow, C. E., Clara Barata, M., Gomez, C. J., Leyva, D., Trevino, E., Weiland, C., Moreno, L., Rolla, A., D'Sa, N., & Arbour, M.C. (2015). Experimental impacts of a teacher professional development program in Chile on preschool quality and child outcomes. *Developmental Psychology, 51*(3), 309-322.

Appendix A

Frequency Distribution for Transition Response Items

.. increased my knowledge about the importance of incorporating transition activities for my students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	1.9	1.9
	2.00	25	6.0	7.9
	3.00	66	15.8	23.7
	4.00	146	34.8	58.6
	5.00	173	41.3	100.0
	Total	418	99.8	100.0
Missing	System	1	.2	
	Total	419	100.0	

.. acquired the skills to improve transitions for my students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	1.7	1.7
	2.00	19	4.5	6.2
	3.00	73	17.4	23.7
	4.00	157	37.5	61.4
	5.00	161	38.4	100.0
	Total	417	99.5	100.0
Missing	System	2	.5	
	Total	419	100.0	

How confident are you in teaching Transitions?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.7	.7
	2.00	9	2.1	2.9
	3.00	65	15.5	18.5
	4.00	175	41.8	60.6
	5.00	164	39.1	100.0
	Total	416	99.3	100.0
Missing	System	3	.7	
	Total	419	100.0	

Appendix B

Frequency Distribution for Roles and Responsibilities Response Items

.. increased my knowledge about the importance of providing my students with roles and responsibilities within the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	2.1	2.2
	2.00	22	5.3	7.4
	3.00	76	18.1	25.7
	4.00	149	35.6	61.4
	5.00	161	38.4	100.0
	Total	417	99.5	100.0
Missing System	2	.5		
Total	419	100.0		

.. learned a variety of roles and responsibilities that my students can have in my classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	1.2	1.2
	2.00	27	6.4	7.7
	3.00	78	18.6	26.4
	4.00	158	37.7	64.4
	5.00	148	35.3	100.0
	Total	416	99.3	100.0
Missing System	3	.7		
Total	419	100.0		

How confident are you in teaching Roles and Responsibilities?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.7	.7
	2.00	4	1.0	1.7
	3.00	53	12.6	14.5
	4.00	165	39.4	54.2
	5.00	190	45.3	100.0
	Total	415	99.0	100.0
Missing System	4	1.0		
Total	419	100.0		

Appendix C

Frequency Distribution for Social Skills Items

.. increased my knowledge about age-appropriate social skills for my students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	2.6	2.6	2.6
	2.00	34	8.1	8.1	10.8
	3.00	88	21.0	21.1	31.8
	4.00	141	33.7	33.7	65.6
	4.50	1	.2	.2	65.8
	5.00	143	34.1	34.2	100.0
	Total	418	99.8	100.0	
Missing	System	1	.2		
	Total	419	100.0		

.. acquired the skills to assess the social skills of students in my classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	3.3	3.4	3.4
	2.00	30	7.2	7.2	10.6
	3.00	94	22.4	22.6	33.2
	4.00	171	40.8	41.1	74.3
	5.00	107	25.5	25.7	100.0
	Total	416	99.3	100.0	
Missing	System	3	.7		
	Total	419	100.0		

.. acquired the skills to remediate the social skills difficulties of students in my classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	2.9	2.9	2.9
	2.00	30	7.2	7.2	10.1
	3.00	85	20.3	20.4	30.5
	4.00	168	40.1	40.4	70.9
	5.00	121	28.9	29.1	100.0
	Total	416	99.3	100.0	
Missing	System	3	.7		
	Total	419	100.0		

How confident are you in teaching age-appropriate Social Skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.7	.7	.7
	2.00	5	1.2	1.2	1.9
	3.00	42	10.0	10.1	12.0
	3.50	1	.2	.2	12.3
	4.00	170	40.6	41.0	53.3
	5.00	194	46.3	46.7	100.0
	Total	415	99.0	100.0	
Missing	System	4	1.0		
	Total	419	100.0		

Appendix D

Frequency Distribution for Organization Items

.. increased my knowledge about the importance of classroom organization for my students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	3.3	3.3	3.3
	2.00	20	4.8	4.8	8.1
	3.00	59	14.1	14.1	22.2
	4.00	124	29.6	29.7	51.9
	5.00	201	48.0	48.1	100.0
	Total	418	99.8	100.0	
Missing	System	1	.2		
	Total	419	100.0		

.. acquired the skills to improve my classroom organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	2.1	2.2	2.2
	2.00	17	4.1	4.1	6.2
	3.00	67	16.0	16.1	22.3
	4.00	146	34.8	35.0	57.3
	5.00	178	42.5	42.7	100.0
	Total	417	99.5	100.0	
Missing	System	2	.5		
	Total	419	100.0		

.. acquired the skills to assess my classroom's organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	2.4	2.4	2.4
	2.00	29	6.9	7.0	9.4
	3.00	88	21.0	21.2	30.5
	4.00	162	38.7	38.9	69.5
	5.00	127	30.3	30.5	100.0
	Total	416	99.3	100.0	
Missing	System	3	.7		
	Total	419	100.0		

.. acquired the skills to remediate organizational problems in my classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	2.9	2.9	2.9
	2.00	35	8.4	8.4	11.3
	3.00	84	20.0	20.1	31.4
	4.00	166	39.6	39.8	71.2
	5.00	120	28.6	28.8	100.0
	Total	417	99.5	100.0	
Missing	System	2	.5		
	Total	419	100.0		

How confident are you in Classroom Organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	1.4	1.4	1.4
	2.00	6	1.4	1.4	2.9
	3.00	57	13.6	13.7	16.6
	4.00	178	42.5	42.8	59.4
	5.00	169	40.3	40.6	100.0
	Total	416	99.3	100.0	
Missing	System	3	.7		
	Total	419	100.0		

Appendix E

Frequency Distribution for Prosocial Skills Means

Mean response to prosocial skills responses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.09	3	.7	.7	.7
	1.45	1	.2	.2	1.0
	1.55	1	.2	.2	1.2
	1.64	2	.5	.5	1.7
	1.73	1	.2	.2	1.9
	1.91	2	.5	.5	2.4
	2.00	7	1.7	1.7	4.1
	2.09	2	.5	.5	4.5
	2.18	5	1.2	1.2	5.7
	2.27	2	.5	.5	6.2
	2.36	2	.5	.5	6.7
	2.40	1	.2	.2	6.9
	2.45	1	.2	.2	7.2
	2.55	4	1.0	1.0	8.1
	2.64	1	.2	.2	8.4
	2.73	4	1.0	1.0	9.3
	2.75	1	.2	.2	9.6
	2.82	3	.7	.7	10.3
	2.91	3	.7	.7	11.0
	3.00	13	3.1	3.1	14.1
	3.09	9	2.1	2.2	16.3
	3.18	10	2.4	2.4	18.7
	3.27	6	1.4	1.4	20.1
	3.36	8	1.9	1.9	22.0
	3.45	13	3.1	3.1	25.1
	3.55	11	2.6	2.6	27.8
	3.60	1	.2	.2	28.0
	3.64	8	1.9	1.9	29.9
	3.73	13	3.1	3.1	33.0
	3.82	10	2.4	2.4	35.4
	3.91	14	3.3	3.3	38.8
	4.00	41	9.8	9.8	48.6
	4.05	1	.2	.2	48.8
	4.09	22	5.3	5.3	54.1
	4.18	18	4.3	4.3	58.4
	4.27	13	3.1	3.1	61.5
	4.30	1	.2	.2	61.7
	4.36	20	4.8	4.8	66.5
	4.45	13	3.1	3.1	69.6
	4.55	14	3.3	3.3	73.0
4.60	1	.2	.2	73.2	
4.64	18	4.3	4.3	77.5	
4.73	12	2.9	2.9	80.4	
4.80	1	.2	.2	80.6	
4.82	7	1.7	1.7	82.3	
4.91	6	1.4	1.4	83.7	
5.00	68	16.2	16.3	100.0	
	Total	418	99.8	100.0	
Missing	System	1	.2		
Total		419	100.0		

Mean response to prosocial skills confidence responses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.2	.2	.2
	1.25	1	.2	.2	.5
	1.75	1	.2	.2	.7
	2.00	2	.5	.5	1.2
	2.50	2	.5	.5	1.7
	2.75	5	1.2	1.2	2.9
	3.00	15	3.6	3.6	6.5
	3.25	8	1.9	1.9	8.4
	3.50	38	9.1	9.1	17.5
	3.75	36	8.6	8.6	26.1
	4.00	69	16.5	16.5	42.7
	4.25	41	9.8	9.8	52.5
	4.33	1	.2	.2	52.8
	4.50	47	11.2	11.3	64.0
	4.63	1	.2	.2	64.3
	4.67	1	.2	.2	64.5
	4.75	49	11.7	11.8	76.3
5.00	99	23.6	23.7	100.0	
	Total	417	99.5	100.0	
Missing	System	2	.5		
Total		419	100.0		

