SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT:

A LOOK AT EFFECTIVE PROFESSIONAL DEVELOPMENT AND THE C3

COACHING MODEL

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

by

Heather Harydzak

August 2014

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Abstract

Professional development of teachers is critical in order for educators to not only improve their own performance, but also to help students learn at a greater rate (Darling-Hammond & Richardson, 2009).   Research has shown that early childhood educators' training programs are not effective at helping them to reach the needs of their students and the rising demands being placed on teachers by legislation—e.g. No Child Left Behind. Specifically, early childhood educators are being asked to help students in low socio-economic families, students with disabilities, and bilingual students to close the educational gaps that they typically face when entering school in kindergarten (Landry, Anthony, Swank, & Monseque-Bailey, 2009; U.S. Department of Education National Center for Education Statistics, 2001). Professional development for preschool educators is clearly a need with the current increased demands of policy and the high needs of the students in pre-school. This study specifically focused on early literacy professional development for PPCD teachers or Pre-school Program for Children with Disabilities teachers, who serve students in early childhood education who have disabilities. Quality professional development is crucial to PPCD teachers, as the students they serve typically face great challenges in the skills of early literacy. Research has shown early literacy to be the most crucial content area for young children and an indicator for later success in school and life for these students (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011; Sheridan et. al., 2009). The aim of this study was to examine professional development literature to determine effective factors of professional development, to examine the C3 Coaching professional development, and to provide a sample action plan of quality professional development. The examination of the C3 Coaching Model included two

phases; first survey results on the self-reported impact were examined for the PPCD. The second phase of examination included a document analysis to examine the materials of the C3 Coaching Grant to determine if they were effective and included the factors of effective professional development and effective instruction in early literacy. The results from the survey revealed that the majority of PPCD teaching participants of the C3 Coaching Model were moderately to significantly impacted by the professional development provided to them in the Prekindergarten Summer Awareness Academy. The document analysis also found that the professional development in the C3 Coaching Model was linked to research, including factors such as hands-on learning, content connected to national and state standards, provided materials to participants, provided quality instruction in early literacy concepts, including phonological awareness, the alphabetic principle, and print and book awareness, and other factors of effective professional development. This study also provided an action plan that included a sample professional development plan that incorporated the effective factors of professional development. This study showed evidence that professional development is needed for teachers and that professional development can be effective if the effective factors of professional development are included within it. The C3 Coaching Model proved to be an effective model overall for professional development. These findings concur with Dr. Linda Darling-Hammond (2009) who helped establish that professional development was an effective and needed method to help teachers develop and improve their own practice and positively impact their students.

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Current Issues

Introduction

Teachers in schools today are being challenged more than ever with a diverse

student population to teach and an educational world that is requiring more and more of

them each day (Darling & Hammond, 2009). An essential part of being a quality and

successful teacher in America today is consistently growing and learning to improve as

an educator; one strategy to becoming a quality educator is using professional

development to grow and learn. Teachers of students who have high levels of needs,

such as students with disabilities, students of low socio-economic status (SES), or

students whose first language is one other than English are facing a particularly difficult

set of challenges in their classrooms. A useful method for teachers to meet the

educational and other demands of their students is for teachers to receive high-quality

professional development to learn strategies, gain resources, and collect knowledge to

help serve their students in the best way possible. Professional development is a very

important part of education, not only because, "the continual deepening of knowledge

and skills is an integral part of any profession," but also because teachers now must teach

to higher standards being demanded of them by federal legislation, such as the No Child

Left Behind Act (Garet, Porter, Desimone, Birman, & Yoon, 2001, p. 916). When

educators improve themselves, it not only makes them more skilled, but also can allow

their students to learn more from them as an improved educator.

In particular, early childhood educators are being asked to accept the unique

challenge of helping to close the educational gap that many students of low SES, students

with disabilities, and bilingual students face upon entering kindergarten (Landry, Anthony, Swank, & Monseque-Bailey, 2009; U.S. Department of Education National Center for Education Statistics 2001). "In light of the current policy context, early childhood educators are being asked to have a complex understanding of child development and early education issues and provide rich, meaningful educational experiences for all children and families in their care" (Sheridan, Edwards, Marvin, & Knoche, 2009, p. 377). In order for these early childhood educators to reach the needs of their students and the demands that are being placed upon them in educational reform and policy, they must receive training through professional development that is research based and encompasses proven effective professional development indicators.

A study conducted by Early (Early, Maxwell, Alva, Burchinal, Bender, Bryant, Cai, Clifford, Ebanks, Griffin, Henry, Howes, Iriondo-Perez, Jeon, Mashburn, Peisner-Feinberg, Pianta, & Vandergrift, 2007) examined preschool teachers' skills and knowledge of prekindergarten activities and curriculum. In this study the researchers determined that although teachers in early childhood education receive training, their training and skills are not regularly correlated to quality educational gains for students or a quality learning environment, except for gains in mathematical areas of learning (Early et. al., 2007). Prekindergarten offers these young children, specifically those at a disadvantage due to low SES status, the presence of a disability, or being bilingual, an opportunity to learn and prepare to have academic success for their future. If these preschool teachers are failing to provide students with a quality educational start with effective teaching methods, then often these students will start kindergarten at a

disadvantage and experience more failure than their counterparts who are not members of one of the three previously identified groups.

"To develop the sophisticated skills required [to teach successfully in the ever changing 21st century], education systems must offer more effective professional learning than has been traditionally available," and educators need to take advantage of professional development programs being offered to them in order to grow as professionals (Darling-Hammond & Richardson, 2009, pg. 46). The "educational scene" is constantly changing, and in order to keep up with the newest strategies and most recent research, educators need to be challenging themselves to learn on a continuous basis.

There are many models of professional development currently being used by school districts, but the specific model that will be examined in this study is the C3 Coaching Model (collaborative, collegial, and cooperative) of professional development. The C3 Coaching Model was conducted at a major university in the southwest and was funded through the C3 Coaching Grant, U.S. Department of Education, that was specifically, "designed to improve the educational experiences of prekindergarten children in low-income, high need communities by providing meaningful professional development opportunities for teachers" (Thornton, Crim, & Hawkins, 2009, p. 152). The contents of this project were developed under a grant from the US Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and the reader should not assume endorsement by the Federal Government. This professional development model was a socially relevant model to study because it targeted the teachers of students who traditionally need extra support because of the presence of a disability, having English as a second language, and/or

coming from a low-SES household. Thus, making this study of professional

development one that is important and worthwhile to the field of education, specifically

special education.

The C3 Coaching Model of professional development was targeted at providing

prekindergarten teachers with skills to help their students learn at a greater rate to help

close the achievement gap that often causes children who start at a disadvantage in school

to experience future failure in school (Crim et. al. 2008; Thornton et. al. 2009; Crim et.

al. 2007). The professional development program spanned three years and was aimed at

empowering the teachers to help them understand the types of activities to provide to

their students (Crim at. al., 2007). In addition, the teachers studied why these particular

activities would be beneficial and appropriate for their preschool students to learn (Crim

et. al. 2007). The content of the C3 Coaching Model focuses on prekindergarten content

and the teaching thereof. These are the most important 'keys' for a pre-school class to be

successful.

The overall purpose of this current study of the C3 Coaching Model was to

determine the effective factors of professional development and consequently

recommend these factors to be a part of future professional development programs. The

goal of this study was to determine indicators of effective professional development,

specifically those that benefit special education and early childhood educators, in order to

improve professional development offered in the future for this group of teachers. "Since

the enactment of the No Child Left Behind, Title II has provided nearly $3 billion

annually to states and districts to improve teacher qualifications and teacher quality

among other uses, with nearly 40% of that used for professional development in 2009, as

reported by the U.S. Department of Education" (Jaquith, Mindich, Wei, & Darling-Hammond, 2011, p. 34). This study and others like it will hopefully help define what attributes describe quality professional development and what forms of professional development would be the most advantageous for school and states to fund. Money and time can often be two variables that inhibit the success of educational initiatives. If teachers are being asked to do more and continue to be successful in classrooms, then they need to be provided with useful and quality professional development.

This study will be mixed methods based, as it will consist of a literature review that identified the quality factors of effective professional development, then conducted a quantitative review of the C3 Coaching Model to determine if this model of professional development included these effective factors by evaluating the materials, content, and nature of the program; a quantitative analysis of participant survey outcomes; and lastly using the study outcomes to design an action plan for future professional development programs developed for teachers. Data were collected from three separate sources including, a rubric designed to evaluate the professional development program, a survey designed by the creators of the C3 Coaching Model to survey the participants' perceived impact on their skills to teach English/Language Arts to their students, and qualitative data based on the literature review of professional development to determine the effective indicators of a professional development program.

Statement of Research

This is a thematic doctoral thesis that focuses on archival outcomes related to the C3 Coaching project. Three linked doctoral theses have been generated that analyzed the project's outcomes in similar fashion. One doctoral thesis (Harydzak, 2014) analyzed the

outcomes for participants who taught in Preschool Programs for Children with Disabilities. A second doctoral thesis (Villarreal, 2014) analyzed the outcomes for all participants in the project's Summer Academies. Finally, a third doctoral thesis (Beyer, 2014) analyzed the outcomes for participants who taught English Learners. Throughout these three doctoral theses, similar procedures were conducted in the methods used, analyses of data, the presentation of outcomes, and action plans. Harydzak, Villarreal, and Beyer (2014) worked as a team to complete the design and implementation of the research analyses. The three projects can be triangulated to provide a rich picture of the outcomes of the C3 Coaching project from three different perspectives.

Statement of Problem

Today more than any time in history, teachers are being asked to do more than they have ever been asked to do with increased demands of high-stakes testing and learning standards to meet (Darling-Hammond & Richardson, 2009). Teacher professional development programs need to improve and become innovative and of good quality in order to help these teachers excel and learn to be better teachers (Jacquith, Mindich, Wei, & Darling-Hammond, 2011). Some professional development trainings can be much more effective than others, so not only is it important to attend professional development, but it is crucial to attend professional development of high quality. This research project focused on establishing what effective professional development should consist of and helped determine if the C3 Coaching program of professional development was effective for the PPCD (pre-school program for children with disabilities) teachers attending the trainings. Specifically the information and data examined in this study looked at the effects the literacy section of the professional development program had on

PPCD teachers, as early instruction in literacy is quite important and can lead to success later on in school in many areas besides just language and literacy.

Federal Mandate for Professional Development

According to sub-chapter 654 titled, "Use of Funds," of the Individuals with Disabilities Act (2004), states must use part of their special education funding to train special education teachers, regular education teachers, support staff, and administrators to learn how to develop skills such as: learning how to collaborate with each other to help the students, learning how to integrate technology in the classroom, learning how to communicate with parents, learning how to collect and analyze data to create, and enhance programs to meet the needs of the students improving the knowledge of all school staff about students with various disabilities and developing highly-qualified teachers and programs of change to help special education programs improve in all states (2004).

It is important for states not only to use the funding as the federal government intended it to be used, but for the professional development they are being provided to be relevant and useful to the teacher to whom it is provided. This federal initiative to improve special education can be clearly seen in the subchapter 654 of the Individuals with Disabilities Act, which is important to getting effective professional development programs into schools to improve their special education staff members.

Time Schedule

The original C3 Coaching Model of professional development was conducted under the Early Childhood C3 Coaching: Quality Professional Development Grant (Collegial, Cognitive, and Collaborative) and was designed to provide quality, research-

based professional development to pre-kindergarten teachers who taught in areas of high need communities (Crim et. al., 2008). This study will involve analyzing the professional development given and look at the data received from the participants who were a part of the original professional development project.

This research study on professional development will consist of four separate steps that all focus on providing quality professional development to teachers in order to help them improve their knowledge and practice. The method will attempt to establish the factors of quality professional development, to evaluate the C3 Coaching Program for effectiveness, and to recommend future professional development for the teachers included in the study. The first step of the project will consist of a literature review on professional development and the C3 Coaching model in order to establish the effective factors of quality professional development which were outlined previously.

In the second part of the project, the factors of effective professional development will be used to create a measuring tool to evaluate professional development in the form of a rubric. The rubric outlines each of the effective factors, and various levels of each factor are explained in order to establish how an effective training should look and what it should encompass according to the literature examined in the first part of the project. This part of the study involved placing the factors into a rubric in order to create a measurement tool to assess professional development programs and to evaluate the presence and the extent to which these factors are included in future programs. The Likert Scale used to measure the prevalence of the effective factors of professional development ranged from (4) greatly shown (of great quality), (3) mostly or somewhat shown, (2) minimally shown, and (1) not shown at all. The rubric also included details

for each factor to help the evaluator rate the professional development and the level of presence of each factor that contributed to making the professional development program effective.

The next step included the evaluation of the C3 Coaching Model of professional development; the rubric created was used to determine the effectiveness that the C3 Coaching Model had on the PPCD teacher participants. The researcher looked at the components of the C3 Coaching Model, including the materials provided, the format in which the training was provided, the PowerPoints used, and the lessons provided to the teachers to evaluate the quality and effectiveness of the program. The researcher examined the program against the criteria on the rubric in order to rate the C3 program for effectiveness.

The results collected from the survey, the C3 Coaching Summer PreKindergarten Academies Awareness Survey, that were used as a part of the original program further helped determine effectiveness, specifically focusing on the English/language arts section of the training for Pre-school Program for Children with Disabilities (PPCD) teachers. On this survey, the PPCD teachers reported their perceived confidence in teaching the skills of phonemic awareness, phonological awareness, and print and book awareness, and as well as other early learning skills, after participating in the professional development on phonemic awareness. The teachers perceived level of ability to teach English/language arts concepts (as measured by a Likert Scale), combined with the rubric results identifying the presence of key professional development factors helped determine if the C3 Coaching model of professional development was successful in providing

PPCD teachers with better teaching skills in the area of early reading and

English/language arts.

The fourth step of the research project involved analyzing the results from the three previous steps of the project and determined what future professional development programs should include and what future programs might be useful for the same sample of teachers studied. The future professional development was determined by survey responses and encompassed the factors of effective professional development outlined in the rubric created. In real education environments across the nation, this process of recommending future professional development can be useful to build and create teachers' skills at the highest level possible and to create systems of change in teachers.

This research model will hopefully serve as an example of the technique that school districts should be using to determine if the professional development programs they are using with their teachers are actually effective at helping to improve their teacher practice. This model of evaluating professional development will also help ensure that the teachers are being provided with professional development that they need based on the feedback they provide to the schools and school districts which they work for.

Analysis Plan

This study looked at the overall results from the survey and rubric combined to determine the effectiveness of the professional development. The results were then used to recommend future professional development for teachers based on the skills that have been identified in the survey as still needing more attention. Therefore, if the teachers indicated on the surveys that their knowledge on how to teach letter to sound correspondence in phonemic awareness needed improvement, then perhaps this would be

an area that would be focused on in future professional development. The quality factors were evaluated for professional development, and if any of the quality factors were left out in the original C3 Coaching Model then those were recommended to be included in future professional development programs and models.

Need for the Study

"Despite the size of the body of literature…relatively little systematic research has been conducted on the effects of professional development on improvements in teaching or on student outcomes" (Garet et al., 2001, p. 917). Thus, this study and similar studies need to be conducted to improve professional development programs for all teachers.

Professional development of teachers in America needs to continue improving in order to make sure that both our teachers and students are being successful in schools, especially with the increased demands that face both of these groups. In order to improve professional development in the future, it is important for schools, districts, and other educational entities to examine their current professional development programs to see what is working and what needs to be changed (Darling-Hammond & Richardson, 2009). This study is meant to help improve professional development for the future by examining the professional development's effectiveness and determining if any factors or traits of this program were successful and can be applied to professional development programs in the future.

This study contributes to the body of literature of teacher professional development practices in multiples ways by: (1) establishing factors of an effective professional development program, (2) creating a rubric that evaluates the presence of the

effective factors in a professional development program, (3) providing an analysis of a professional development program by using the rubric created, and lastly (4) by providing commentary and an action plan addressing the importance of professional development, including professional development that includes teachers who are in special education, those in early childhood education, and those who teach early literacy skills to their students.

Need for Early Childhood Professional Development

Early childhood programs across America have helped prepare students from various backgrounds, including those in low SES environments, those with disabilities, and those students whose first language is one other than English. The need for early childhood programs supported by the government that help prepare students for success later in school and school readiness has become increasingly important for students with low SES backgrounds who routinely come to school under prepared for school success (Landry, Anthony, Swank, & Monseque-Bailey, 2009).   In order to be able to create programs that can be effective at helping these students who are most in need, more research needs to be done into the practices that will help these students be successful in school.

According to Early et. al. (2007), early childhood educators often are not professional trained in their profession as extensively as their peers who teach older students, and they also typically do not have the knowledge or skills to teach based on evidenced based practices. If the students in early childhood education are expected to learn and thrive, then their teachers need to have quality skill sets in order to provide the

students with accurate content and activities that teach this content to their students effectively.

One of the issues in early childhood education is the lack of professional development and preparation programs for educators to acquire the knowledge and skills that they need to be successful in teaching their students the foundational skills of reading and writing that will assist these young preschool aged children to succeed in other content areas later in school, as well as in other parts of their lives as well (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011; Sheridan et. al., 2009). The typical early childhood teacher attends brief, one-shot professional development trainings that are not hands-on and do not involve a lot of interactions between the 'expert presenter' and the early childhood educators (Sheridan et. al., 2009). This lack of quality professional development results in the lack of tools for early childhood educators to improve their practice; in-turn the students do not receive quality instruction in the skill areas that have been determined to be most beneficial and important for pre-school aged children.

Early childhood education provides young students with a foundation with which they will build the rest of their academic successes and learning from the rest of their lives. In order to help the young people in America have the solid foundation they need to succeed, more need to be done to educate, train, and help early childhood educators improve their skills and knowledge.

Need for Special Education Professional Development

As discussed above, professional development is greatly needed for early childhood teachers. Early childhood educators teaching students with disabilities in particular need quality professional development in order to be able to provide effective

early intervention. This study's research focused on PPCD (Pre-school Program for Children with Disabilities) teachers who participated in the C3 Coaching Model Summer Academy. These teachers are similar to teachers who directly serve this high needs population, students with disabilities, in early childhood centers across the country.

Early intervention can be defined as early efforts to assist students who have been identified as having difficulties in learning; according to IDEA part C the intent of early intervention programs is to help students develop more as toddlers and pre-school students in order to minimize the number of students who will need to be in special education by the time they reach school age (NECTAC). If PPCD teachers can become more effective at helping their students to close the educational gap they typically face in school, then that will bode well for these same students to have success late in their school life as well. Research has shown that some of the earliest play and learning experiences can have the greatest effect on a student and their brain development for the remainder of their lives (NECTAC). Creating a solid foundation on which these students can build is crucial—making the professional development of these teachers even that much more important.

Early intervention has shown to help students develop more both cognitively and linguistically. Specifically when early learning environments are positive, children experience stable relationships, and they experience positive learning and play experiences at a young age (NECTAC).

Another reason to conduct this study was to address the issue of the lack of special education teachers who are qualified and trained (Gehrke & McCoy, 2007). One of the major reasons quality special education teachers provide for leaving the profession

is lack of professional development, training, and support (Gehrke & McCoy, 2007).

One of the goals for special education programs needs to be improving special education

professional development and training to create more skilled teachers who want to

continue teaching in special education classrooms

Need for Professional Development in Early Literacy Instruction

The need for early literacy instruction and the impact that quality literacy

instruction can have on students is another reason in support of this study. This study

will focus on the perceived effects of the literacy instruction provided to the teachers in

the C3 Coaching Model of professional development. Many researchers who study

teachers and professional development acknowledge that many teachers struggle in the

classroom due to their lack of strong content knowledge (Garet et. al., 2001). In order to

address the issue of this lack in content knowledge, it is crucial for programs of

professional development be created in order to provide these teachers with the content

knowledge they need to be successful at teaching their students early literacy content,

which is being focused on throughout this study.

The National Early Literacy Panel concluded in their report, "Developing Early

Literacy," that early cognitive and linguistic developed predict later achievement" in

reading success and later in life, which can be achieved by teaching to specific content

standards that are indicators of early literacy success (2008). Early literacy skills are

important to teach students from age birth to 5 because it has been consistently shown

that these skills not only help them learn to read later in life, but succeed in other

academic areas as well (National Early Literacy Panel, 2008). Targeting the millions of

students who are in pre-school program such as PPCD or Head Start, allows educators to

provide literacy interventions to students who typically need the most assistance in the area of early literacy (National Early Literacy Panel, 2008).

National Context

The Individuals with Disabilities Education Act (IDEA), supports the development of teachers through professional development by providing funds to educate and professionally develop teachers. IDEA also prioritizes professional development of those in special education by mandating the use of evidence-based practices and providing funds to help improve special education teachers, paraprofessionals, and other staff members who work with students in special education students by providing specific funding for the professional development of these staff members.

The nation as a whole has shown an effort to have highly qualified teachers by mandating that "highly-qualified" special education teachers must have a bachelor's degree at minimum, must obtain a full state licensure to be a special education teacher, and has never had their licensure waived (IDEA, 2004). This clearly shows that at the national level, the government is concerned with having quality teachers in special education classrooms. Another way to improve these special education teachers is by providing them quality professional development. Specifically this study is looking to identify what are quality professional development factors and why is quality professional development needed for early literacy/special education teachers of early childhood-aged students.

Many research studies and reports have been conducted including a monument one done by the National Early Literacy Panel titled the "Developing Early Literacy" identified six variables that, "are developed in the years from birth to age 5 and have a

clear and consistently strong relationship with later conventional literacy skills" (2008).

These six variables include alphabet knowledge, phonological awareness, rapid automatic

naming, RAN objects or colors, writing or writing name, and phonological memory

(National Early Literacy Panel, 2008). Some other skills that were moderately associated

with later literacy success according to the National Early Literacy Panel were knowledge

of print conventions and concepts, print knowledge, reading readiness, oral language, and

visual processing (2008). The National Early Literacy Panel Report also concluded that

the interventions used to teach these variables were most successfully taught when the

activities focused on having the students actually engage in using the skills in order to

learn the skills (2008).

   According to the National Reading Panel, the five pillars that are effective

techniques to assist teacher's to help children learn to read are phonemic awareness,

phonics, fluency, guided oral reading, and reading comprehension strategies (2009).

These findings by the National Reading Panel were influential as they were highlighted

in the No Child Left Behind Law of 2001 which called for high standards in early literacy

instruction, among other reforms in education (2009). The National Reading Panel also

concluded in their studies that an effective approach to reading instruction should include

explicit instruction in phonemic awareness, systematic phonics instruction, methods to

improve fluency, and ways to enhance comprehension (2009). The pillars of quality

reading instruction and the types of activities to promote reading instruction

recommended by the National Reading Panel are important to know and understand as

they can help early childhood educators decide what early literacy skills and interventions

are the most effective to be using with their students to most successfully promote early

literacy.

State Context

The state of Texas also holds their teachers to higher standards as well. In Texas,

according to rules set up by the Texas Education Agency (TEA), for a teacher to be

considered highly qualified they must hold at minimum a bachelor's degree, need to be

fully certified to teach in Texas, and they must demonstrate content competency in the

content area they are teaching their students (Texas Education Agency, 2013). For an

educator to specialize in special education, they must also complete additional

certification in order to prove their competency in this area as well (Texas Education

Agency, 2013). During the 2011 to 2012 school year, there were 224,335 student

enrolled at the pre-kindergarten level in Texas. This is important and relevant to this

study in two ways (Texas Education Agency, 2012): first, it identifies that there is a

significant population in the state of Texas of pre-kindergarten learners who need quality

teachers to help them create a foundation of knowledge for future schooling

opportunities; second, the enrollment of prekindergarten students in the state of Texas is

also important and relevant because students in pre-school programs in Texas qualify to

receive services most often because they are economically disadvantaged, considered to

be an English Language Learner, or they qualify by having a disability. These statistics

show that focusing on the professional development of pre-kindergarten teachers,

specifically those who are PPCD teachers is necessary and important to the improvement

of education in Texas.

When discussing and considering the content and methods being taught in classrooms, it is important to not only include the national standards and practices, but also those of the state. The state pre-kindergarten standards for Texas highlight that, "learning experiences of the preschool years provide a foundation that guides children academically, social, and emotionally" (Texas Education Agency, p. 5, 2008). The experiences a student has in preschool and their early educational years including instruction and guidance can have a meaningful impact on these students as they get older (Texas Education Agency, 2008). The Texas pre-kindergarten guidelines for the classroom also assert that including students with disabilities in pre-kindergarten classrooms has been shown by research, "that the inclusion of children with special needs can accrue benefits to everyone involved, and that the attitude of the classroom teacher sets the tone for success" (Texas Education Agency, p. 14, 2008).

According to the Texas Education Agency standards for prekindergarten there are specific early literacy skills that also should be taught in order to foster early literacy, including the motivation to read, phonological awareness, alphabet knowledge skills, and oral comprehension skills (Texas Education Agency, 2008). These skills are directly tied to the different content standards that prekindergarten teachers are required according to the state of Texas to evaluate their students on. The Texas prekindergarten standards conclude that in prekindergarten, "children develop the understanding of the everyday functions of print, gain the motivation to want to learn to read and appreciation of different forms of literacy, from nonfiction and fiction books, to poems, songs, and nursery rhymes, by being read to and interacting with stories and print" (Texas Education Agency, p. 67, 2008). It is important to realize that the content of professional

development should be directly tied to these content standards and connected to the content that is cited as being the most important skills for students in prekindergarten in Texas.

Variables

The independent variable of the study was the C3 Coaching Professional development program. The C3 Coaching Model of professional development was a program that was funded through the C3 (Collaborative, collegial, and cooperative) Coaching Grant that was federally funded to help provide impactful and meaningful professional development that is research based and founded on national and state curriculum guidelines for prekindergarten educators who taught in low-income, high need areas of the greater Houston Area (Thornton, Crim, Hawkins, 2008). The original C3 Coaching Grant involved over 500 teachers in areas such as Bilingual Pre-kindergarten, regular pre-kindergarten, Pre-school for Children with Disabilities (PPCD), and Child Care Facility Teachers (Crim et. al., 2007). However, this particular study of the C3 Coaching model and professional development only focused on the PPCD teachers and the effect that the professional development C3 Coaching intervention had on them.

According to the Individuals with Disabilities Act, professional development can be defined as: "(A) Carrying out programs that provide support to both special education and regular education teacher of children with disabilities and principals such as programs that— provide teacher mentoring, team teaching, reduced class schedules and caseloads, and intensive professional development; (B) use standards or assessments for guiding beginning teachers that are consistent with challenging State student academic

achievement and functional standards and with the requirements for professional

development, as defined in section 9101 of the Elementary and Secondary Education Act

of 1965; and (C) encourage collaborative and consultative models of providing early

intervention, special education, and related services" (IDEA, 2004). The C3 Coaching

Model was designed to be an effective professional development plan to the early

childhood education teachers to achieve greater success in their classrooms and with their

teaching" (2004).

Instruments Being Used

> **C3 Coaching Summer PreKindergarten Academies Awareness Survey.** The
> C3 Coaching Summer Prekindergarten Academies Awareness Survey was the initial
> instrument used in this study. After attending the professional development training, the
> PPCD teaching participants took a C3 Coaching Summer Prekindergarten Academies
> Awareness Survey and rated their perceived improvement of skills to teach literature and
> basic reading concepts, such as the alphabetic principle and phonemic awareness. These
> perceived effects of the professional development, which were rated on the survey with
> the use of a Likert scale, were additionally used to further evaluate the effectiveness of
> the C3 Coaching Program. Despite a professional development program including the
> factors of effective professional development, it is also important for the teaching
> participants to perceive the training as useful to actually implement the skills they were
> taught in the professional development training sessions. Thus, the results from this
> survey can be useful at determining how well teachers may have perceived their learning
> in this professional development plan.

If teachers generally identify from the awareness survey that the professional development had a big impact on them in teaching a specific skill, then it can be assumed that the professional development made an impact on the teacher. Specifically the perceived effects on the teachers to teach basic reading and English skills were examined by looking at the survey results. This measurement of self-perception may be a limitation of the study as sometimes people cannot accurately measure their own learning. However, this perception is the only feasible way to measure impact of the program from the teacher's point of view. If teachers' skills are improved from the professional development, then their self-efficacy is likely to rise in their abilities to teach their students well.

Rubric to Evaluate the Program for the Prevalence of the Effective Factors of Professional Development. Rubrics are commonly used to assess instructional methods and materials to evaluate performance on specific factors, ranging from minimal or unacceptable performance and ranging to superior performance (Callison, 2000). For each varying level of performance on the rubric, specific language is used that is commonly known by the assessor to help determine what level of performance was met for each factor (Callison, 2000).

Rubrics are useful for many reasons; one important reason they are useful is that they are objective and easy to use from one lesson to the next (Callison, 2000). When one lesson is evaluated by a rubric and then another lesson is evaluated, it is easy to compare these two lessons and to be able to compare lessons easily over the same criteria (Callison, 2000). Rubrics also are useful as they provide explicit criteria for what quality instruction looks like, as well as providing very structured feedback for each lesson that

is evaluated with the use of the rubric (Callison, 2000). In Appendix A, the rubric that included the factors of effective professional development were included in order to help evaluate the effectiveness of the program based on these seven research-based factors, plus an effective factor of emergent literacy as this study focused on emergent literacy as well.

The second instrument used in this study is a rubric that was created as part of this study. This rubric identifies the quality professional development indicators, as well as evaluating the C3 Coaching Model and its prevalence. This rubric helps identify which factors of quality professional development were included in the program and which were missing from the program, as well as which indicators were covered more completely than others.

The specific factors identified as effective factors of professional development included training that occurs over time, the content of the training being aligned with state and national guidelines, the training being hands-on and interactive for the teachers, materials being provided directly to the teaching participants, teachers being treated as professionals at the training sessions, the school environments supporting the professional development being given to the teachers, and professional development trainings being coherent with one another over a series of trainings (Crim et. al., 2007; Crim et. al., 2008; Darling-Hammond & Richardson, 2009; Garet et. al., 2001; Thornton et. al., 2009; Vasumathi, 2010).

All of factors included in the rubric in Appendix A were identified in a professional development literature review designed to identify factors that make professional development effective. These factors are considered to be factors that

signify professional development programs of quality that help create a positive impact on the teacher's abilities in the classroom and knowledge of what and how to teach to their students. These factors are independent, as they are unchangeable and applicable to both the C3 Coaching Model being studied, as well as to the action plan that will be designed as a part of this project to demonstrate what quality professional development looks like for teachers.

The rubric on the effective factors of professional development will be based on a Likert Scale from 1 to 4 and will measure the effectiveness of each of the effective factors of professional development programs that were described in chapter one. Each rating of the Likert scale used is explicitly explained in order for the evaluator to be able to easily rate the professional development program being studied. Ultimately this study strives to determine the effectiveness of the professional development, C3 Coaching Model, as measured by the teacher survey results and the rubric results to account for key quality professional development factors in the program being studied.

Purpose of the Study

Professional development benefits not only teachers, but also the students that these teachers are educating. "When the intellectual capacities of teachers are enhanced, greater intellectual achievement of the students can be produced" (Abadiano & Turner, 2004, p. 88). Thus, the purpose of this study was to a) establish effective, quality factors of professional development, and b) use the rubric created based on the effective factors of professional development to evaluate the C3 Coaching Model of professional development for its effectiveness.

Professional development is becoming more and more important to improve teacher success in classrooms, and research shows, "that if we are serious about using professional development activities as a method to improve teacher [skills/strategies, then] we need to invest in activities that...foster improvements in teaching" (Garet et. al., 2001, pg. 937). The aim of improving professional development should not only attempt to improve individual teachers' knowledge and skills, but to also create systems of change in the ways that early childhood educators are professionally developed and trained. This study addressed the questions regarding what formats of professional development helped early childhood educators. If professional development is ultimately going to help early childhood educators be more successful, specifically those that work in special education, then it must be based on proven factors that have been shown to benefit actual teacher practices in the classroom (Sheridan et. al, 2009).

The C3 Coaching Model was evaluated for the quality factors discussed earlier in this study to determine which factors the professional development included and did not include, and to what extent each of these quality factors was included in the C3 Coaching Model. This study is ultimately focused not only on examining this particular model of professional development, but on examining the idea of what professional development should look like and be like in order to improve the professional development process to make it more beneficial for future teachers, specifically for early childhood educators and teachers of students with disabilities. This type of examination of current professional development is needed in order to be able to apply the findings to future professional development programs, such as the action plan in chapter 3 of this project. Throughout the examination of the C3 Coaching Model and the examination of other professional

development models the information can be synthesized to not only improve current teachers' skills and knowledge, but also to create a system of change that effects and improves early childhood education across the country over time.

Research Questions

Questions to be answered during this research study:

1. How effective was the C3 Coaching Model of professional development, based on the rubric results, including the effective factors of professional development and the emergent literacy content areas that were covered?

2. According to the results of C3 Coaching Summer PreKindergarten Academies Awareness Survey, did the PPCD teachers who participated in the C3 Coaching Academy 1 perceive the professional development to have a positive impact on their knowledge, skills, ability to implement, and confidence to teach the emergent literacy areas, including phonological awareness, alphabetic principle, and print/book awareness?

3. How can the results of the study and the rubric for evaluating professional development be used to improve professional development in the future?

Limitations

This study faced some limitations, specifically the limitation of the population of teachers being targeted as the subjects of the C3 Coaching Program. The group of teachers targeted is a very specific group, thus making the results difficult to generalize beyond early intervention teachers in PPCD programs in Texas.

The population who participated in the C3 Coaching Program included teachers in high-need, low-income areas; this population was targeted because it was found that early childhood education teachers in these schools were generally equipped with few materials, uninformed knowledge on the most important concepts to teach the students, and were unaware of what the best methods were to teach the students these skills (Thornton et. al, 2009). The participants included teachers who were employed in Harris county public schools, child care facilities, and head start programs; these specific teachers were targeted as they were teaching students who traditionally struggled in school, including students with disabilities, English Language Learners, and students who are in high-economic need (Thornton et. al., 2009). Children who come from low income areas, have disabilities, and are bilingual commonly enter school with limited educational and learning opportunities, which can result in these students having a higher rate of failure in school (U.S. Department of Education National Center for Education Statistics 2001). Although this population is socially relevant and an area of great need in education, the specificity of the teachers population included in this study made it very difficult to generalize the results of this study to other populations of teachers.

The study itself of the C3 Coaching Model was focused on a specific group of teachers, thus also possibly making this study's results a bit specific as well. Although this is a limitation, the study is still valid as it focuses more on evaluating what effective professional development is and less on the specific results for the target group only. The main purpose was to create a change in the way schools and districts evaluate and use professional development, and not to specifically tell them that they should all have

exactly identical professional development models as the one studied in this research

project.

<h1 style="text-align: center">Chapter Two- Literature Review</h1>

What is already known about professional development for teachers?

With higher standards being required of teachers than ever has been in the past, teacher professional development is being seen as the most promising way to improve teacher quality and instruction in educational communities (Carlisle, Cortina, & Katz, 2011). Teacher professional development has been shown to greatly increase teacher's content knowledge, thus positively affecting teacher instructional abilities as well (Carlisle, Cortina, & Katz, 2011).

What is known about special education professional development?

This study was specifically focused on professional development of special education teachers, specifically PPCD teachers who serve students who are preschool aged and diagnosed as having a disability. This is a unique group of teachers, who are required not only to meet the needs of young children, but also the individual learning needs of students who have learning disabilities. The training for these teachers is important since the students they serve often fall behind in school, specifically in early literacy, which is crucial to success for student in other content areas and for successes later on in their lives (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011; Sheridan et. al., 2009).

What is known about early childhood professional development?

According to Lonigan et. al. in their evaluation of early literacy curriculum and professional development for preschool students, the researchers concluded that the development of quality reading and writing skills for preschool aged children is, "critical and significant [for the] educational achievement for children in a literate society" (2011,

pg. 306).   To ensure that students are learning the correct early literacy content that they need to be learning, teachers must be given professional development that includes both dialogue and hands-on activities that happens overtime (Lonigan et. al., 2011).

"Therefore, the early education field needs well-conducted empirical studies on which to base professional development practices" (Sheridan et. al., 2009, p. 377). Early childhood education is getting increased attention, and the increased demands being asked of early childhood educators, requires more research in what works and how early childhood educators could learn through professional development to meet these increased demands (Sheridan et. al, 2009, p. 378).

Quality Factors of Professional Development

After conducting a literature review of professional development and its impact on teachers the following is a description of features that characterize quality professional development. These quality professional development factors help ensure that the programs being implemented to help teachers will actually benefit the teachers and their classrooms practice.

Long Term Professional Development. One quality factor of professional development identified as a reoccurring theme of quality professional development is that it should be conducted long-term or overtime (Garet et. al., 2001; Vasumathi, 2010). One technique to provide this type of professional development is conducting an intense summer institute that focuses on many hours over a week or more during the summer (Crim et. al., 2007; Darling-Hammond, & Richardson, 2009). Intensive professional development has shown to be much more impactful on altering the participants' behavior, than short professional development trainings (Garet et al., 2001). Professional

development should be conducted overtime and not simply in isolation (Darling-Hammond & Richardson, 2009). Intense summer institutes are specifically useful for teacher professional development because teachers have summers off from teaching and are able to devote time and efforts to improve their teaching. During the school year, teachers simply do not have the same amount of time and energy to devote to trainings and improvement, which is why summer institutes are perfect to help teachers improve their skills.

In the past, many schools often offered one-day trainings to introduce new concepts to teachers. After these one-day trainings, teachers were expected to return to their classrooms and immediately use the new strategies they were just taught, despite research showing that professional development that occurs overtime has a greater positive impact on increased teacher knowledge and skill than the single-one shot professional development trainings normally given (Garet et al., 2001; Vasumathi, 2010). Ideally quality professional development will consist of multiple trainings and other endeavors in which a teacher's knowledge and skills will be developed from a strong base and grow in nature overtime (Vasumathi, 2010). "There is no doubt that in order to bring about the sustained implementation of research-based practices, ongoing professional staff development is crucial;" therefore, in order for educators to use these research based methods they learn in these trainings, the actual professional development needs to be conducted overtime as well (Abadiano & Turner, 2004, pg. 89).

Content Focused on State and National Guidelines. Another quality factor of effective professional development is content of professional development that is focused on national and state guidelines (Crim et. al., 2007; Darling-Hammond & Richardson,

2009; Garet et. al., 2001). If the professional development is ultimately going to help

students achieve as measured by national and state guidelines, then teachers must be

trained to teach towards these standards. As teachers are able to show improvement at

teaching towards the national and state guidelines, then students' performance on these

skills should also show improvement. In order for professional development to be

effective, it must be aligned with state and local content standards in order to provide a

coherent base on knowledge and framework (Garet et al., 2001). If teachers were instead

attending trainings that taught content or methods that were not aligned to the state and

local standards for which they were accountable, then the methods and content being

taught would not be useful for these teachers to learn and use in their classrooms. By

providing professional development that aligns with national/state standards and content,

it allows the teachers to be equipped with the skills and knowledge they need to help their

students be successful in school and on national and state assessments as well. These

national and state assessments have become increasingly important as teachers and

school success has become tied to students' success on these assessments.

Hands-on Learning Environment. Creating an interactive, hands-on learning

environment is another effective indicator of quality professional development trainings

(Vasumathi, 2010; Darling-Hammond & Richardson, 2009; Garet et. al., 2001). "The

most useful professional development emphasizes active teaching, assessment,

observation, and reflection rather than abstract discussions" (Darling-Hammond &

McLaughlin, 1995). When training involves interactions with the expert teaching and

the teacher participants, as well as hands-on learning with the actual materials and

activities that teachers will be expected to implement with their students, the teachers can

gain a deeper and better understanding of the concepts being taught to them (Darling-Hammond & Richardson, 2009). Not only does hands-on training help improve teacher knowledge, but is also improves teacher's self-efficacy to teach the content being taught to them, especially when this hands-on training content is aligned to local curriculum and policies (Darling-Hammond & Richardson, 2009). It is also important to note that not only do teachers need to be learning using the hands-on format, but the teachers should practice the ways they want students use the materials; they also need to be sure and understand the importance and benefits from each hands-on activity that they are practicing in the professional development trainings they are attending (Crim, 2007).

Providing Materials to Teachers. Another quality indicator of professional development is providing materials to the teachers directly when they are at the professional development training (Crim et. al., 2007; Garet et. al., 2001; Darling-Hammond & Richardson, 2009). Giving teachers the materials directly allows them to work with the materials and be sure of the techniques they should be using in their classroom while still at the professional development training session. Providing the materials also proves advantageous because the teachers do not have to spend lots of extra money and time after the professional development sessions preparing or buying the new materials before they can use them (Crim et. al., 2007; Darling-Hammond & Richardson, 2009; Garet et. al., 2001). Therefore, after the professional development, teachers are able to use new techniques immediately as they already have the skills and materials needed to do so.

Professional Treatment of Teachers. A fifth factor of quality professional development is the professional treatment of teachers throughout the professional

development process (Crim et. al., 2007). When teachers are shown the respect and treated as professionals, then they are more likely to grow as professionals and want to absorb the information they are learning in professional development trainings (Crim et. al., 2007). Teachers are much like other professionals who desire to be treated as skilled professionals in their field; therefore, those individuals running professional development trainings need to treat teachers accordingly to get them to work hard and learn from the trainings.

Skills are Usable to Teachers in Their Classrooms. A sixth factor of quality professional development is that it needs to teach educators skills that they can actually use in their classroom (Vasumathi, 2010). The skills being taught to teachers should be feasibly integrated in the classroom. Professional development can only be effective in helping teachers if their work environment and classroom supports the use of the new pedagogical skills being learned at trainings they are attending (Vasumathi, 2010). When teachers are shown techniques or skills that are not designed for the population they teach or are activities the teacher will not have the materials for, then the instruction is not effective in helping them. The content should also be aligned to what they are teaching to make the techniques being taught feasible as well. This quality indicator relies on other quality indicators being met in order for the training to be applicable and useful for participants.

Professional Development Coherent to Other Trainings. Another quality factor that makes professional development effective is making the professional development coherent with other trainings (Garet et. al., 2001). As stated in the quality factor number one, training being conducted over time, teacher development training

needs to not be held in isolation, but rather as a series of trainings that connect to one another and happen over time. As well as being held over time, the training should be coherent with one another as teachers respond to trainings they believe to be a part of a more complete program of teacher improvement, versus trainings that are in isolation (Garet et. al., 2001). Darling-Hammond (2009) also discusses that quality professional development should be linked, when possible, to school-wide reform efforts that link curriculum, assessment, and standards to professional learning. When trainings are given to teachers, but not aligned with state standards, curriculum, etc., then the trainings are not beneficial to teachers who actually teach what their students need to learn based on the standards for which they are being held accountable. Again, this quality indicator is inter-woven with other indicators as well, meaning that the indicators depend on one-another to be present during the professional development.

These factors there have been outlined from the basis of a rubric (Appendix A) that can be used to evaluate future professional development programs. The rubric will help determine if the programs have the necessary features to be considered of good quality. This rubric can help establish the strengths and weaknesses of a professional development program to identify if it could be effective for teachers to attend. As you can tell above, many of the quality indicators 'tie-in' with one another and focus on the teachers.

The following page includes a chart of research articles reviewed for the purposes of this study, which includes the title, date, author, samples, independent and dependent variables, results, and short discussions of how each article is related to the purpose and scope of this study (Table 1).

Table 1

Review of Literature

Title	Author	Date	Sample	Independent Variables	Dependent Variables	Results	Discussion/ Recommendation
"First-grade teachers' response to three models of professional development in reading."	Carlisle, J. F., Cortina, K. S., & Katz, L. A.	2011	First grade teachers who taught reading.	3 models of professional development.	The teachers instructional practices in the classroom follow the three models of professional development they had been given.	The professional development model that was the most intensive and included seminars for the teachers, support for teachers' evaluation of their instruction, and a literacy coach that went to the teachers' classrooms to support their integration of the new methods in their classroom.	The most extensive type of professional development that includes continued support of the instructional methods into the classroom is the most effective at helping teachers of young children learn effective reading strategies.
"Prekindergarten academies—a snapshot of teachers engaged in professional	Crim, C., Andrews, N., Hawkins, J.,	2007	More than 500 pre-kindergarten educators in the Houston	The professional development program designed to	The confidence of the teachers to teach specific	The professional development academy proved to be successful as it strongly	The data and results concluded that administrators and specialists when designed professional development should: put resources in

development."	Thornton, J., & Copley, J.		area who participated in the C3 Coaching Grant	teach the participants.	concepts taught to them, the knowledge of the teachers of what activities to use when teaching different concepts.	affected the participant teacher's confidence and knowledge of what activities to use and content to teach, most greatly in the mathematics content area.	teacher's hands, correlate the age appropriate activities to state content guidelines, conduct training through a hands-on manner, and should treat teachers professionally. It could also be concluded that professional development is much more impactful when it is focused on the specific needs of the students of the teachers involved.
"Early Childhood Educator's Knowledge of Early Literacy Development"	Crim, C., Hawkins, J., Thornton, J., Rosof, H., Copley, J., & Thomas, E.	2008	64 Early Childhood Educators, specifically those who participated in the C3 Coaching Model	The C3 Coaching Model of Professional development- specifically the retreat, the exam of the teachers' previous knowledge of phonemic awareness.	The results of the exam that helped explained the previous teachers' knowledge of phonemic awareness.	The researchers found that the teachers were most successful in identifying the number of syllables in words, but overall inconsistent on their knowledge for phonemic awareness.	This article helped establish and explain the pre-testing of teachers who participated in the C3 Coaching Model in order to know what phonemic awareness they had prior to the C3 coaching model of professional development being provided to them.
"Teachers' Education, Classroom Quality, and Young Children's	Early, D. M., Maxwell, K. L., Burchinal,	2007	7 preschool programs from across the America.	7 preschool programs across various contexts, the	The teacher's quality in the classroom based on data collected	The project was designed to measure if the increase in educational	The purpose of this study was to discourage policies that require preschool teachers to obtain greater levels of education, but to rather

Academic Skills: Results from Seven Studies of Preschool Programs."	M., Alva, S., Bender, R. H., Bryant, D., & Zill, N.			educational level of the lead teachers in the programs that were examined during this study.	from each of the 7 programs.	attainment requirements for preschool teachers actually lead to higher teacher quality, and it was found that a policy to have teachers obtain more education did not produce greater teacher quality in the 7 programs examined.	examine the role of a teacher's education, as well to increase the quality of the teacher development programs that teachers are attending.
"What makes Professional development effective?"	Garet, M., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. S.	2001	1027 mathematics teachers from across the nation.	The core features and structural features of professional development.	The effectiveness that each of the core and structural features can have on how effective the professional development being given to the teachers is.	Professional development activities should span over time; they should also be coherent with other learning activities of the teachers. It also discusses that professional development needs to focus on the content area, include hands-on work, and be	It was found that 3 core features help make professional development effective: focus on content knowledge, opportunities for active learning, and coherence with other learning activities; it was also found that three structure factors can make professional development effective: form of the activity, duration of the activity, and the participation of multiple teachers from the same school, grade, or subject area.

						coherent to the school it is being used in.	
"Sustaining and Retaining Beginning Special Educators: It Takes a Village."	Gehrke, R. & McCoy, K.	2007	Beginning special education teachers.	Mentors giving support to new special education teachers, new special education teachers and their skills and knowledge they can into the teaching profession with, mentors offering support to the beginning special education teachers.	The special education teachers' knowledge, the participants' interactions with their mentors and the information they gained from the mentors.	The beginning special education teachers sought information to become more effective teachers; consistently the participants sought information on a broad range of topics from their mentors, they also got information from a variety of sources, and the participants at times became frustrated when bombarded with information from many different sources at different schools.	Study was conducted to address the issue of keeping teachers in the field, specifically those that work with diverse populations and ones just beginning their careers. Overall the special education teachers benefitted from the program designed specifically for them. The special education teachers admitted that in the job they learned on the job as they went, and they recognized the value of having their mentors to help them learn and grow. All of the teachers (5) that completed the process expressed they want to return to their positions the following year.
"Effectiveness of Comprehensive	Landry, S. H.,	2009	25 teachers of at-risk	The 4 different	The child outcomes as	The results of the study indicated	This study examined various professional development

Professional Development for Teachers At-Risk Preschoolers."	Anthony, J. L., Swank, P. R., & Monseque-Bailey, P.		preschoolers	professional development programs presented to the teachers.	a result of the professional development programs given to the teachers. A change in teaching behaviors and school readiness was also evaluated as a result of the professional development that was provided.	that professional development programs can be effective for teachers of preschoolers who are disadvantaged when they are of high-quality, ongoing, and comprehensive (well integrated).	programs and found that the one with the most comprehensive and integrated approach to professional development was the most effective. This study also discussed that mentoring and technology can have an effect and help professional development programs in being effective.
"Promoting the development of preschool children's emergent literacy skills: a randomized evaluation of a literacy-focused curriculum and two professional development models."	Lonigan, C. J., Farver, J. M., Phillips, B. M., & Clancy-Menchetti, J.	2011	739 preschool children and the teachers that are teaching them.	The different professional development programs being offered to the preschools and the literacy-focused curriculum.	The preschoolers' assessment outcomes on language and literacy assessments, as well as the classroom measures that helped evaluate the teachers'	The results showed that differences in the curriculum provided to the preschools made a significant difference in the preschool results, whereas the differences in the professional development	The programs of professional development differed in that one provided traditional curriculum with lecture/workshop style professional development, and the other program included the literacy –focused workshop professional development plus mentoring in teacher classrooms. This study actually found the addition of the mentor to the

						skills.	provided did not provide much difference in the student outcomes and classroom measures.	professional development program did not make a significant impact on the teachers and students involved.
"The Impact of an Ongoing Professional Development Program on Prekindergarten Teachers' Mathematics Practices."	Thornton, J. S., Crim, C. L., & Hawkins, J.	2009	PPCD (Preschool Program for Children with Disabilities) teachers who participated in the C3 Coaching Grant of professional development.	The National Council of Teachers of Mathematics (NCTM) math standards, the C3 Coaching Grant professional development in mathematics.	The teacher's knowledge after the C3 Coaching Grant professional development program.	Teachers of study reported that they did more hands-on math activities in their classrooms after the professional development program; the teachers also reported that they were going to continue to emphasize content standards including, counting, understanding numbers, geometry, patterns, measurement, and graphing.	The study concluded that professional development specifically designed for early education teachers in mathematics can have an impact on early educator's practice in the classroom. Professional development that is specifically designed for early educators is more effective than other types of professional development given to them.

Chapter Three- Methods

How the Grant was Funded and Schools were Chosen

The C3 Coaching Model Grant involved a program supported by the United States Department of Education and implemented by the University of Houston and Harris County Department of Education (C3 Coaching Grant Informational Meeting PowerPoint– Appendix B). The grant was the only one of its kind in Texas to be funded that year and was designed to help, "Harris County realize an increased capacity for educators who work with young children in poverty, who are English Language Learners, and/or who have disabilities" (C3 Coaching Grant Informational Meeting PowerPoint- Appendix B). Many school districts in the surrounding Houston area were involved, including Houston ISD, Humble ISD, Pasadena ISD, Spring ISD, Galena Park ISD, Spring Branch ISD, and Aldine ISD. These school districts were important participants of the C3 Coaching Model as they are large school districts in the area surrounding Harris County and the University of Houston.

The actual schools participating in the program were chosen through a selection process in which schools were required to have principals, teachers, and students who were willing to participate in such a program over a two year time period. In order to qualify the participating schools also needed to have the one or more of the following: high need populations, PPCD programs, ELL students, and/or prekindergarten programs for ages 3 to 5 years old.

The Design of the C3 Coaching Grant

The C3 Coaching Grant was designed under three major constructs: collegial, cognitive, and collaborative. The collegial aspect of the program involved participating

teachers working in teams with different roles to learn to work together and become master coaches. The cognitive part of the program involved teachers learning to, "design and implement research-based instructional strategies in literacy, mathematics, and socialization." The collaborative construct of the program focused on pre-service and in-service teachers learning from content experts to improve learning outcomes for all students involved.

The C3 Coaching Grant was designed with three major ideas in mind including, accountability, research-based initiatives, and qualified teachers. The accountability portion of the program focused on the high need curriculum areas of prekindergarten, which explains why literacy, numeracy, and socialization were the focus. The research-based initiative portion insured that the C3 Coaching Grant included "scientifically-based" curriculum, quality instructional delivery, and assessment. The qualified teachers section insured that all participating teachers were either teachers getting professional development in-service hours or pre-service teachers becoming prekindergarten educators the following school year.

The entire C3 Coaching Model comprised various programs, including a winter retreat, study groups and coaching sessions, a winter conference, and summer prekindergarten educator academies. The focus of this study was the Summer Prekindergarten Academies which was open to teachers in pre-kindergarten, PPCD, and kindergarten in any of the target school districts noted previously. The focus of this project was on the impact of these academies on the PPCD teachers who participated.

Overarching Grant Potential

As mentioned above the aim of the grant was to produce an increased capacity of early childhood educators serving high-needs groups of students in Harris County. The grant was designed to ultimately affect over 700 in-service teachers, as well as more than 900 pre-service teachers. The in-service teachers received quality professional development through coaching and/or the prekindergarten academies, and the pre-service teachers learned to work in classrooms and delivered instruction to young people. In its entirety the program was designed to affect over 34,000 young people in Harris County over a two year time period.

C3 Coaching Summer Prekindergarten Academy

C3 Coaching Model Grant held a set of pre-kindergarten academies leveled into two sections including an "Academy I" for first-time C3 Coaching participants and an "Academy II" which was designed for those teachers who had attended the C3 Coaching the previous year. The five academy sessions consisted of four days of intense professional development to assist the teachers in improving their professional teaching skills. Each session was taught by prekindergarten teachers from C3 grant schools and University of Houston personnel involved in the program. The academy curriculum was designed to provide high quality professional development to the teachers in the areas of literacy, numeracy, and socialization in the prekindergarten classroom.

In addition to receiving professional development, the teachers attending the academy were compensated for their time, given a set of handout materials to be used directly in their classroom, as well as being given other "surprising" classroom materials,

such as books, that could be directly used in the classroom upon their return. The focus of this study is the Academy I.

Sample for this Study

Preschool Programs for Children with Disabilities serve the needs of children who generally range in age from three to six years. Teachers implement Individualized Education Programs that can include literacy, numeracy, and socialization skills that students need to make academic progress. The PPCD teachers included in the C3 Coaching Summer Academy I were the focus of this study and the impact of their attendance at the C3 Coaching professional development sessions were analyzed based on their responses on the C3 Coaching Summer Prekindergarten Academies Awareness Survey. There were 76 PPCD teachers, who participated in the C3 Coaching Academies and who identified themselves as PPCD teachers on the C3 Coaching Summer Prekindergarten Academies Awareness Survey; their experience in teaching ranged from 22 years of experience (the most experience) to zero years of experience (the least amount of experience). There were much greater numbers of participating PPCD teachers with five or fewer years of teaching, than those with higher years of teaching experience.

C3 Coaching Summer Prekindergarten Academies Awareness Survey

The survey used to determine the effects of the prekindergarten academy was the C3 Coaching Summer Prekindergarten Academies Awareness Survey (Appendix C). This survey included sections on language and literacy, mathematics, and social skills and was given to all participant teachers who completed the C3 Coaching Summer Academies.

The survey asked a number of questions that used a Likert Scale to determine the impact each of the specific skills or lessons had on the participants. There were specific questions that asked about minor parts of the content being taught that were rated from one to five, with one meaning the content had a limited impact and five meaning the content had a major impact. The participants were also asked to rate their confidence about teaching major skills to their students, such as phonological awareness, which were rated on a Likert Scale again from one to five, with one meaning the participant was "not very confident" and five meaning the participant was "very confident" in teaching that skill. Each section of questions, phonological awareness, alphabetic principle, and print/book awareness, all included a set of questions that asked the participants to rate the perceived impact the training had on their abilities to teach these areas of emergent literacy. Each section began with questions asking about the participants knowledge of concepts taught in the professional development, then asking about their ability to perform and understand these skills as activities, and finally questioned the participant on their confidence in applying and teaching their students these concepts they had been taught. The knowledge taught in the C3 Coaching Academy was scaffolded, which is mirrored in the way that the questions on the awareness survey were also scaffolded to measure the growth in participant confidence. The survey questions also reflected the purpose of the C3 Coaching Academy was not to simply learn about concepts, such as phonological awareness, but also to learn how to perform these skills, create activities for their students teaching these skills, and to actually have the ability to teach their students these skills. This type of learning proved to be practical, as a teacher must not only

understand what they are teaching, but also how to and why they are teaching the topic as well.

The focus of this study was emergent literacy. Research has shown that emergent literacy is a crucial content area for students aged three to five years of age. The sections of the language and literacy that were focused from the survey included phonological awareness, alphabetic principle, and print/book awareness. The participants were asked eight to nine questions about specific things on each of the three skills, phonological awareness, alphabetic principle, and print/book awareness. The participants were then also asked about how confident they were after the training about teaching each of these three skills.

Prekindergarten Guidelines Relating to the Survey Items in Literacy

Quality content for professional development should be related to the national and state standards in order to be effective in helping teachers (Crim, et. al., 2007; Darling-Hammond & Richardson, 2009; Garet, et. al., 2001; Thornton, Crim, & Hawkins, 2009). Prekindergarten guidelines which can be found on the Texas Education Agency at http://www.tea.state.tx.us/index2.aspx?id=2147495508 are highly related to the emergent literacy content standards that were taught to the participants of the C3 Coaching Academy. This study focused on three facets of literacy that were taught in the Academy—phonological awareness, alphabetic principle, and print/book awareness.

Phonological awareness is highly connected to the Texas prekindergarten standards as well, with part B of the emergent literacy-reading domain being titled phonological awareness skills (III.B.1-10). Some of the prekindergarten guidelines highly connected to the content being taught include, "III.B.7.child can produce a word

that begins with the same sound as a given pair of words," and "III.B.10.child recognizes and blends two phonemes into read words with pictorial support" (Texas Education Agency, 2009).

Alphabetic principle is highly connected to the Texas prekindergarten standards as well, with part C of the emergent literacy-reading domain titled alphabet knowledge skills (III.C.1-3). Some of the standards that greatly connected to the content included, "III.C.2.child recognizes at least 20 letter sounds," and "III.C.3.child produces the correct sounds for at least 10 letters" (Texas Education Agency, 2009).

Print/book awareness is related to Texas prekindergarten content standard, "III.A.3.Child asks to be read or asks the meaning of written text....Child notices environmental print and connects meaning to it" (Texas Education Agency, 2009).

Summer Prekindergarten Academy Professional Development

The Summer Prekindergarten Academy provided the participating teachers with a set of research-based materials in both bilingual and English sets, research-based professional development, and hands-on experiences with the materials they are learning to use in their classrooms. During the training sessions, the teacher's day was opened with a book reading, similar to one they may use in the classroom. They were then taught about content and techniques to use in their classroom, as well as given the materials to use in their classrooms. After learning about the content, the teachers chose to attend some sessions of their choice, from various options, where they practiced using and implementing the strategies and materials taught to them. The session ended with another book reading and allowed the participants to reflect on what they had learned throughout the day.

Data from the C3 Coaching Summer Prekindergarten Academies Awareness

Survey

Data collected on the participants' confidence in the content and ability to teach

what they were taught from the C3 Coaching Prekindergarten Summer Academies

Awareness Survey was input into a statistical program (SPPS). Ten percent of the data

were randomly checked to verify information from the surveys was entered accurately.

From this process, it was determined that one hundred percent of the data was entered

correctly.

For the scope of this study, items from the literacy content area were used to

determine the effectiveness of the professional development on participants' confidence.

Furthermore, the population focused on in this survey was the PPCD or Pre-school

Program for Children Disabilities teachers. The areas of literacy being specifically

focused on in this study were phonological awareness, alphabetic principle, and

print/book awareness.

The initial analysis consisted of computing descriptive statistics for the items on

the survey included in the phonological awareness, alphabetic principle, and print/book

awareness. Specifically, the means, maximum and minimum values, and the standard

deviations were computed and reported for each item in the areas of phonological

awareness, alphabetic principle, and print/book awareness in the analysis of the C3

Coaching Model. Next, frequency analyses were computed to aide in the understanding

of the distribution on each survey item. Graphic representations for each item survey

were also created and presented as well to provide a visual representation of the impact of

the professional development program. These graphic representations helped to easily

determine which areas provided the most and least impact on teachers. This data analysis of the Prekindergarten Summer Academy helped to determine the impact of the Summer Academies on teacher knowledge, skills, and confidence in the early literacy areas of phonological awareness, alphabetic principle, and print/book awareness.

The participants who attended the summer academies had varying levels of experience; therefore, the next phase of analysis involved a comparison of the years of teaching experience for the participants to the data in the areas of overall confidence in teaching phonological awareness, alphabetic principle, and print/book awareness. First, the years of experience was computed and put into a histogram format. Then, descriptive statistics, including means, maximum values, minimum values, and standard deviations, was computed, and finally, variables were correlated and presented in a correlation matrix.

Analysis of Professional Development Content of the C3 Coaching Academy

The C3 Coaching Academy included content based on literacy, numeracy, and socialization in prekindergarten academies. Some of the lessons taught to the participants included, thematic units and environmental print. Both of these units included a lesson plan and PowerPoint, which were evaluated on their effectiveness as professional development tools for the participating teachers. The materials that were examined were designed as tools for the teachers to learn from and use in their classrooms to assist their students in learning emergent literacy concepts, including phonological awareness, alphabetic principle, and print/book awareness.

The document analysis was conducted using a custom-made rubric and involved four distinct sources of information, including:

1. Thematic PowerPoint

2. Thematic Lesson Plan

3. Environmental Print PowerPoint

4. Environmental Print Lesson Plan

These four documents were specifically created to meet the high needs for quality professional development for teachers of prekindergarten students. The rubric discussed below was custom-made with the information from a review of current research on quality teacher professional development, with specific thought given to the prekindergarten, special education, and early literacy areas, as these areas are all a focus of this study. The document analysis involved using the rubric to evaluate all four of the documents listed above. The rubric was used to evaluate the professional development for the presence of the effective professional development components, as well as its ability to teach emergent literacy concepts successfully including, phonological awareness, alphabetic principle, and print and book awareness.

Table 2

Documents to be Analyzed with Use of Rubric

Document	Phonological Awareness, Alphabetic Principle, Print and Book Awareness Components
Thematic PowerPoint (Appendix D)	☑
Thematic Lesson Plan (Appendix E)	☑
Environmental Print PowerPoint (Appendix F)	☑
Environmental Print Lesson Plan (Appendix G)	☑

Consequently, four rubric analyses was completed in order to determine the quality of professional development materials in these three areas for all four of the documents being analyzed (the different analyses can be found above in Figure 2).

Instrument Used to Analyze the Professional Development Content

Not only is it important to provide professional development to teachers, but it is also pertinent for this professional development to be effective in nature. Throughout the literature review of professional development for literacy instruction and special education teachers, a rubric titled, "Rubric to evaluate the program for the prevalence of the effective factors of professional development," was created to evaluate and measure professional development and its materials to determine if the professional development is effective in nature. The factors identified as being effective factors in this rubric are as follows:

1. Professional development occurs overtime and is not presented in a single-shot format.

2. Content of professional development is aligned with national and state guidelines

3. The professional development includes hands-on learning in an interactive environment.

4. The professional development program provides materials and resources to the teachers.

5. Teachers are treated like professionals at the professional development.

6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools in which they are being used.

7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.

This rubric was useful as it is an objective tool that can help evaluate lessons and materials in order to determine which are effective and those that are not as effective (Callison, 2000).

Analysis of Professional Development Documents with use of Rubric

The rubric discussed above was used to evaluate each of the lesson plans and PowerPoints for each of the three emergent literacy areas, including phonological awareness, alphabetic principle, and print/book awareness. The professional development will be evaluated for quality to see if it matches the objectives that are important for teaching emergent literacy, as well as being aligned with the effective factors of professional development. The rubric will also help evaluate if the lessons and PowerPoints allow the participants to learn about assessment, curriculum, and instruction for each of the three areas of emergent literacy being evaluated in this study.

Doctoral Thesis Design

This is a thematic doctoral thesis that focuses on archival outcomes related to the C3 Coaching project. Three linked doctoral theses have been generated that analyzed the project's outcomes in similar fashion. One doctoral thesis (Harydzak, 2014) analyzed the outcomes for participants who taught in Preschool Programs for Children with Disabilities. A second doctoral thesis (Villarreal, 2014) analyzed the outcomes for all participants in the project's Summer Academies. Finally, a third doctoral thesis (Beyer,

2014) analyzed the outcomes for participants who taught English Learners. Throughout these three doctoral theses, similar procedures have been conducted in the methods used, analyses of data, the presentation of outcomes, and action plans. Harydzak, Villarreal, and Beyer (2014) worked as a team to complete the design and implementation of the research analyses.   The three projects can be triangulated to provide a rich picture of the outcomes of the C3 Coaching project from three different perspectives.

Chapter Four- Results

This study implemented a research design that included both a quantitative and qualitative analysis of the C3 Coaching Prekindergarten Summer Academy through the use of a statistical analysis of the emergent literacy results from the C3 Coaching Summer Prekindergarten Academies Survey and a document analysis of four documents from the C3 Coaching Summer Academy on thematic and environmental print content. Phase one looked at the statistical results on the perceived impact of the language and literacy professional development provided to the PPCD teachers in the area of phonological awareness, the alphabetic principle, and print and book awareness. Phase two consisted of the document analysis reviewing a thematic PowerPoint and lesson, as well as an Environmental Print PowerPoint and lesson plan. These documents were analyzed based on a rubric created by the researcher to evaluate the professional development based on the prevalence of eight factors of effective professional development determined in the literature review of this study. Together these results were examined to determine the effectiveness of the professional development program C3 Coaching Model and to help determine what professional development programs should look like in the future.

This is a thematic doctoral thesis that focused on archival outcomes related to the C3 Coaching project. Three linked doctoral theses were generated that analyzed the project's outcomes in similar fashion. One doctoral thesis (Harydzak, 2014) analyzed the outcomes for participants who taught in Preschool Programs for Children with Disabilities. A second doctoral thesis (Villarreal, 2014) analyzed the outcomes for all participants in the project's Summer Academies. Finally, a third doctoral thesis (Beyer,

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Phase One--Results from Survey Analysis

The initial step to evaluate the C3 Coaching Model was the analysis of the survey results from the C3 Coaching Summer Prekindergarten Academies Awareness Survey. In this survey the participant teachers answered questions based on their perceived impact of the professional development training they received in the C3 Coaching Summer Academy. The survey included questions on the content areas of emergent literacy, mathematics, and social skills; however, for the purpose of this study emergent literacy was the focus, specifically the sub topics of emergent literacy including, the alphabetic principle, phonological awareness, and print/book awareness.

Sample

Following the C3 Coaching Academy all preschool teaching participants were given a survey to rate their perception regarding the impact that professional development had on their knowledge, skills, and ability to create lessons and activities, as well as their confidence to teach different areas of content in the classroom. However for the purposes of this study, the sample examined in the analysis of the C3 Coaching Academy Prekindergarten Academy included seventy-two PPCD (Pre-School Program for Children with Disabilities) teachers, for whom the years of teaching experience ranged from pre-

service experience to twenty-two years of experience. In Figure 1 the distribution of

participating teachers' teaching experience is shown; a frequency table displaying the

exact frequencies of the participants' experience is additionally located in Appendix H.
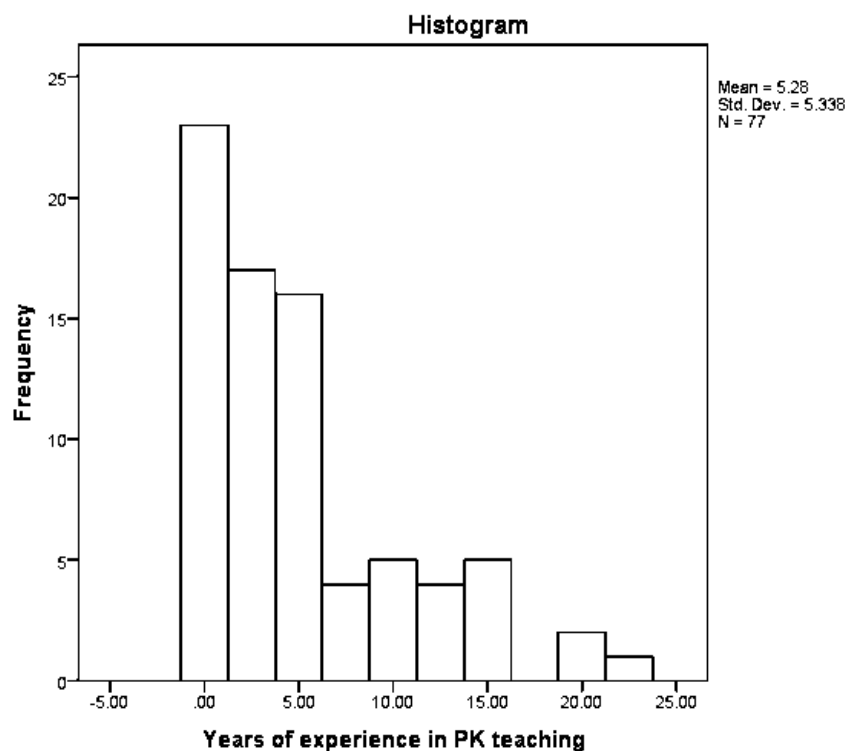
Figure 1. Years of Experience for PPCD Participants of C3 Coaching Model

The distribution of years of experience for the participating teacher is important to

acknowledge as the correlation of years of experience to the perceived impact of the C3

Coaching Model will be examined later in this analysis of results from the study. After

reviewing Figure one and the years of experience in PK teaching data, it is apparent that

the majority of PPCD teachers in this sample had five years of teaching or less.

Consequently, the availability of quality on-going professional development was essential

since the teacher turn-over seemed to be considerable.

Instrument

The instrument being used for this phase of the study was the C3 Coaching Summer Prekindergarten Academies Survey that was conducted immediately following the Prekindergarten Academy as a part of the C3 Coaching Grant. This instrument was given to all teachers who participated in the prekindergarten academy; however, as stated above, the only teachers who were analyzed in this study are the PPCD teachers. These were archival data, as the professional development and survey were conducted in the past by the C3 Coaching Grant creators.

Method of Analysis

The results from the survey were analyzed using SPSS, in which the archived data for the C3 Coaching Grant was entered. Ten percent of the data entries have also been randomly checked in order to verify the information from the surveys had also entered accurately into the SPSS program. One hundred percent agreement in the data verification was obtained. As is stated in the methods section, the sections of the survey analyzed were all related to emergent literacy, including phonological awareness, the alphabetic principle, and print/book awareness. The data included from the surveys included the skills, knowledge, and overall confidence to teach in the areas of emergent literacy, including phonological awareness, the alphabetic principle, and print/book awareness.

Results of Survey Data—Phonological Awareness

The following is a table of the outcomes for the C3 Coaching Summer Prekindergarten Academies Awareness Survey in the area of phonological awareness. Table 4 includes the number of responses, the minimum and maximum scores, the means

scores, and the standard deviations. Each question was individually answered on a Likert Scale from one to five with one meaning the "not very confident/limited impact" to five meaning "very confident/major impact."

Table 3

Descriptive Statistics for Individual Survey Questions on Phonological Awareness

	N	Minimum	Maximum	Mean	Std. Deviation
. . increased my knowledge about the prekindergarten guidelines for language and literacy.	78	2.00	5.00	3.9103	.91433
. . increased my knowledge about what phonological awareness means.	76	1.00	5.00	3.4605	.98578
. . increased my knowledge of the link between phonological awareness and learning to read.	76	1.00	5.00	3.5132	.98649
. . increased my skills so that I can help students to isolate speech sounds.	75	1.00	5.00	3.2400	1.17220
. . increased my skills so that I can help students to become more aware of rhymes, syllables in words, and words in sentences.	77	2.00	5.00	3.9740	.85800
. . learned a variety of activities that help students to improve their phonological awareness skills.	76	1.00	5.00	4.1316	.83813
. . learned how to create new activities that help students to improve their phonological awareness skills.	76	1.00	5.00	4.1974	.93836
. . acquired the skills to work with my students to improve their phonological awareness skills.	77	1.00	5.00	3.7922	.89351
. . acquired the skills to assess a student's phonological awareness in my class.	77	1.00	5.00	3.5065	1.04659
. . acquired the skills to remediate phonological awareness problems using individualized instruction.	77	1.00	5.00	3.1818	1.10890
Valid N (listwise)	72				

The values in Table 4 explain the perceived impact of the professional

development the teachers received at the C3 Summer Coaching Academy. Upon

examining the means it is clear that most means are around or above three and a half

meaning a substantial impact was felt for the teachers in the area of phonological

awareness. Some of the highest mean scores obtained were on the questions involving

the teacher learning a variety of activities and knowing how to create these activities to

help their students in learning phonological awareness skills. Of note, there was a

maximum score, five, on every question in phonological awareness meaning at least one

teacher felt the professional development to be highly impactful to them in every

question. There was also a minimum score on every question, except one, also meaning

that at least one teacher felt as though in each area the professional development had very

little impact. Frequency tables are included in Appendix I in order to demonstrate the

exact numbers of teachers who responded at each level of the Likert scale, as well as

histograms in Figures 2 through 11 which illustrate the frequency on each question in the

area of phonological awareness. The histograms were created in order to visually show

the distribution of teaching participants of the C3 Summer Academy for each level of

impact from 1 (limited impact) to 5 (major impact). By looking at the histograms it is

easy to see the distribution and perceived impact for each area of professional

development provided to the teaching participants. The graphs for each question related

to phonological awareness are included on the following pages.

. . increased my knowledge about the prekindergarten guidelines for language and literacy.
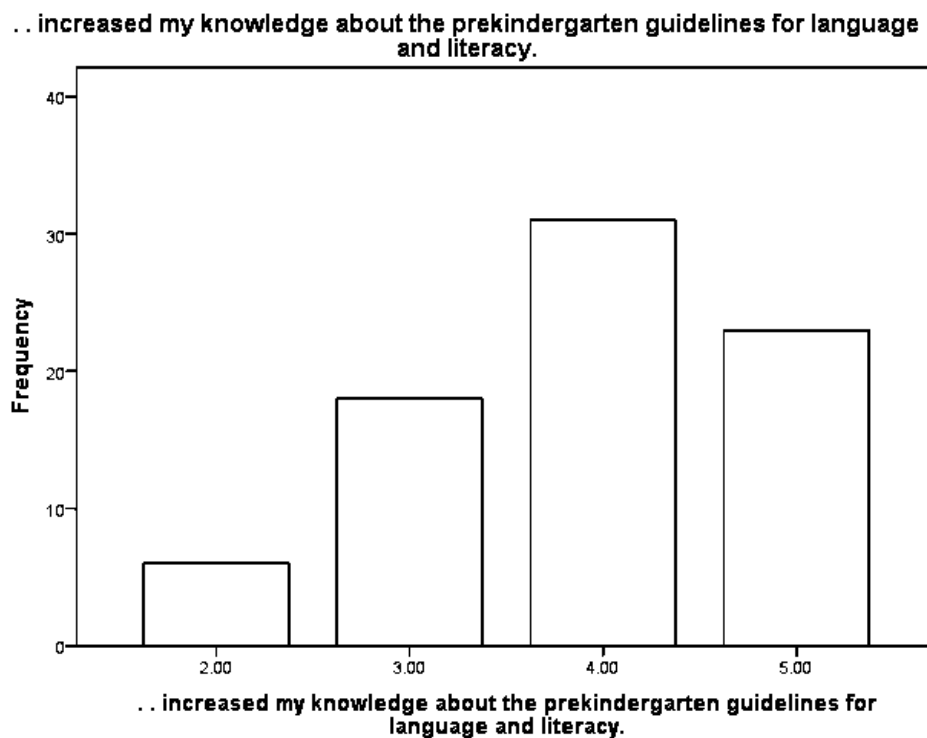
Figure 2. Phonological Awareness Question 1 Results

. . increased my knowledge about what phonological awareness means.
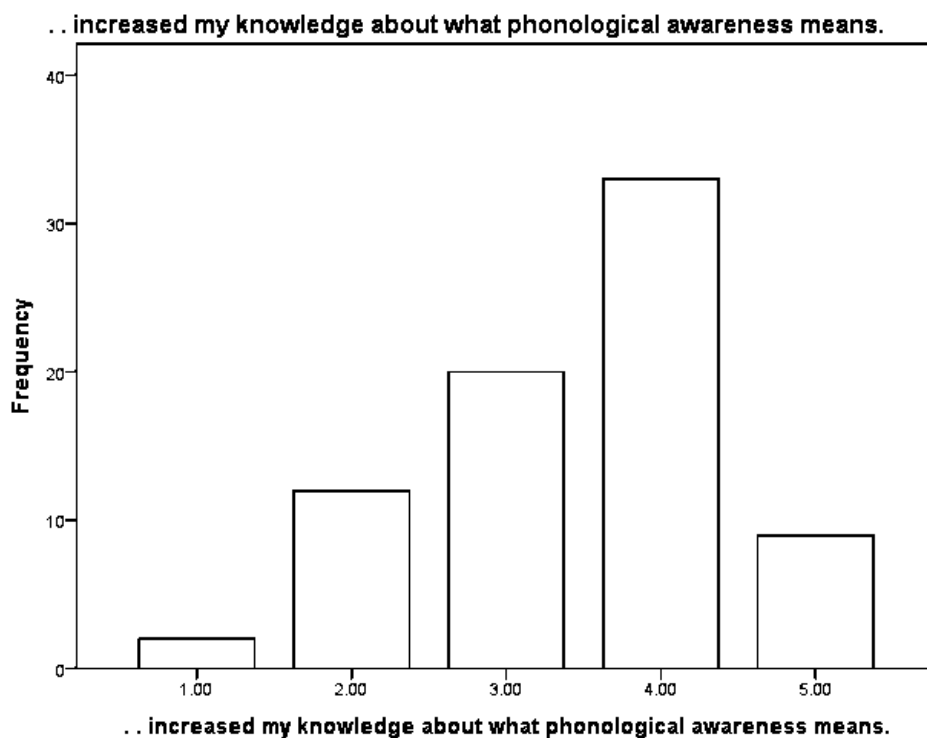
Figure 3. Phonological Awareness Question 2 Results

. . increased my knowledge of the link between phonological awareness and learning to read.
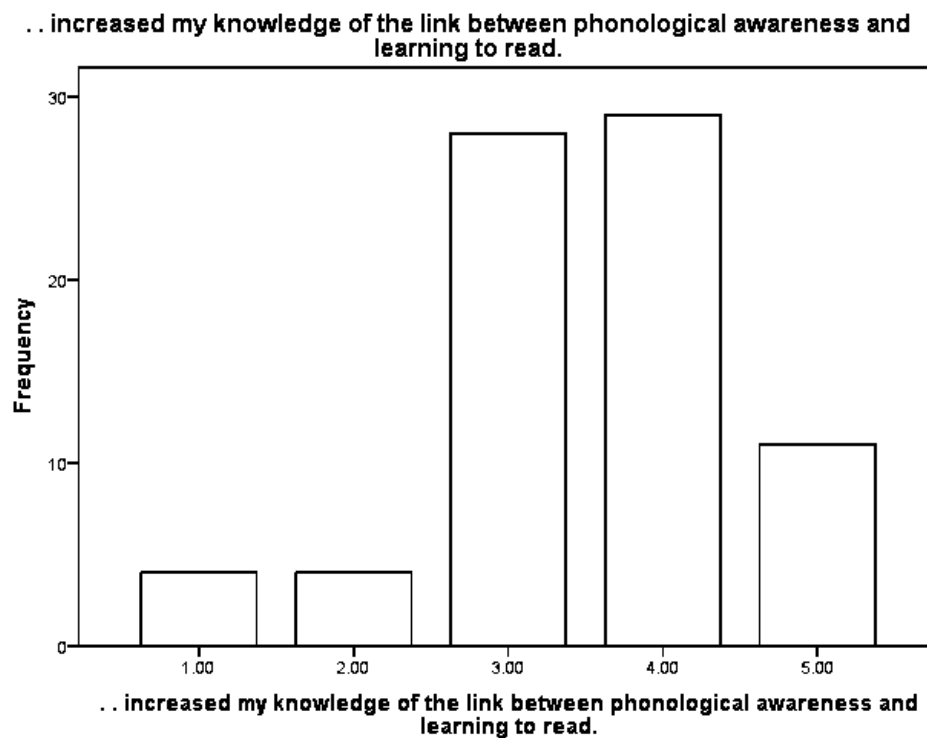
Figure 4. Phonological Awareness Question 3 Results

. . increased my skills so that I can help students to isolate speech sounds.
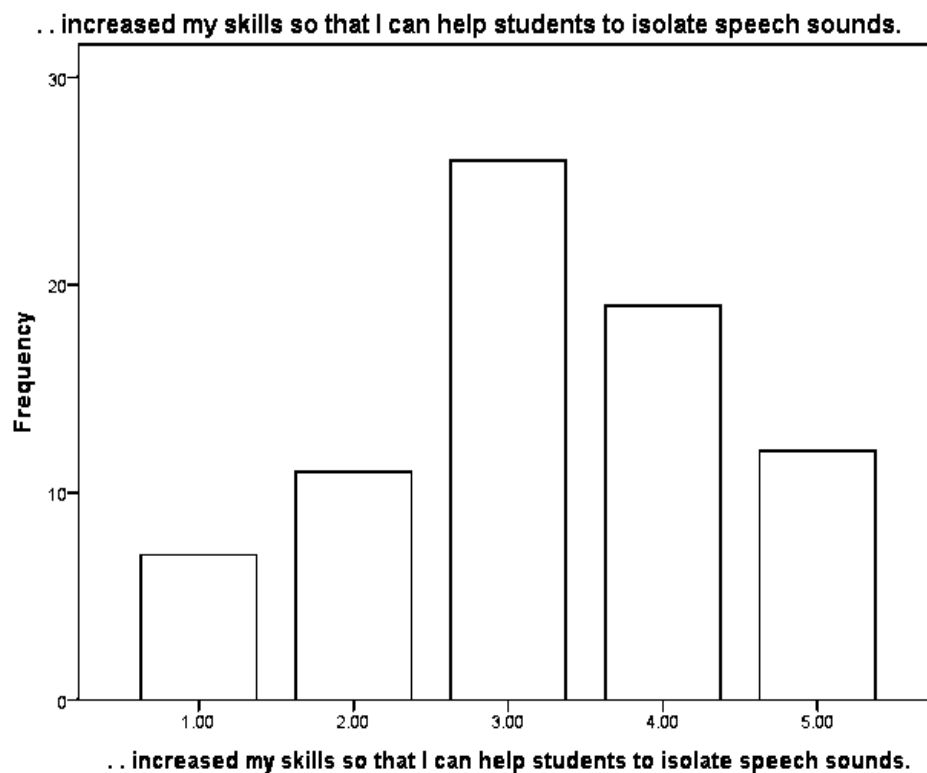
Figure 5. Phonological Awareness Question 4 Results

. . increased my skills so that I can help students to become more aware of rhymes, syllables in words, and words in sentences.
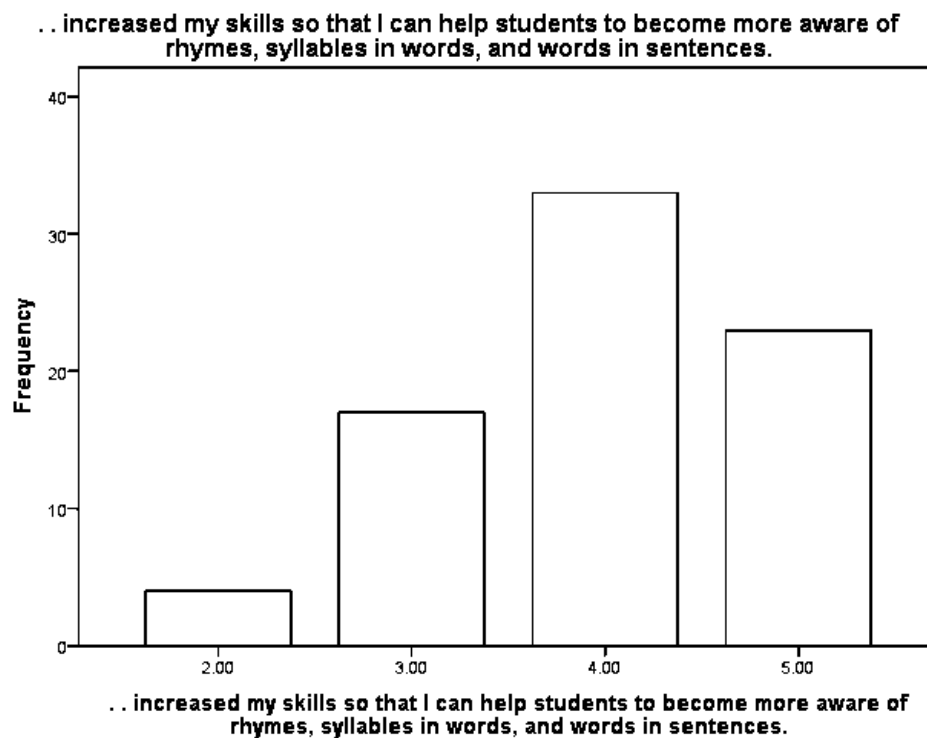
Figure 6. Phonological Awareness Question 5 Results

. . learned a variety of activities that help students to improve their phonological awareness skills.
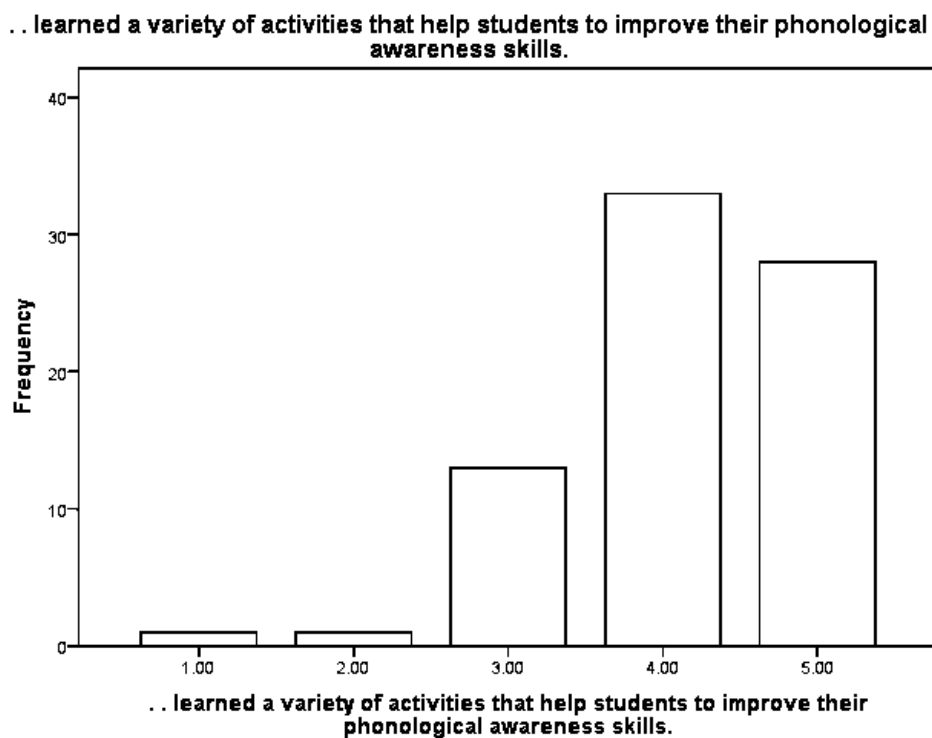
Figure 7. Phonological Awareness Question 6 Results

. . learned how to create new activities that help students to improve their phonological awareness skills.

. . learned how to create new activities that help students to improve their phonological awareness skills.
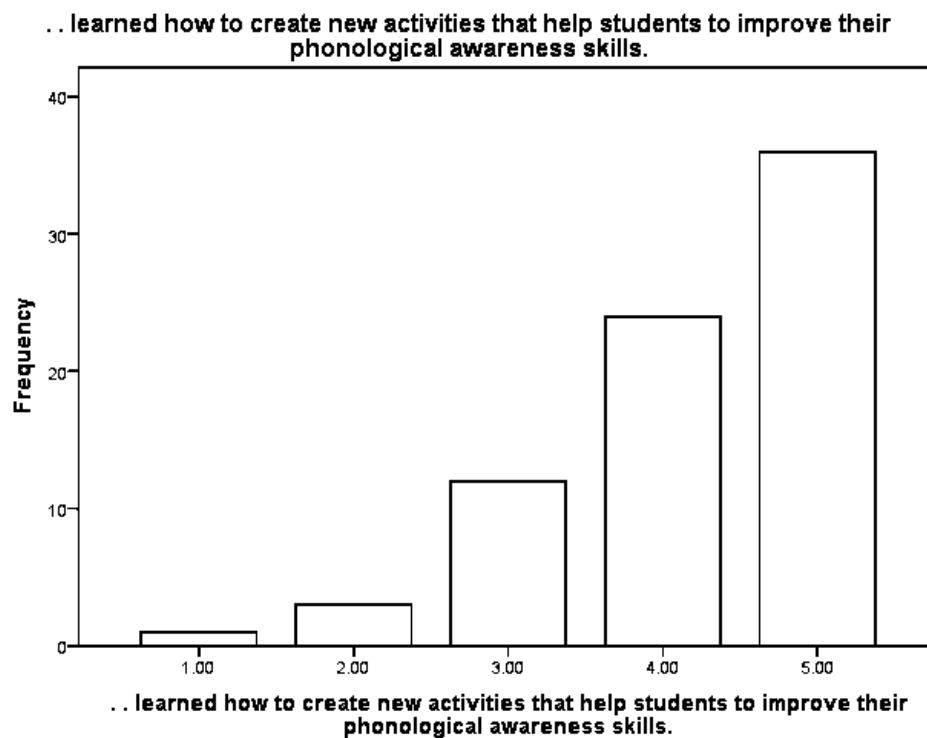
Figure 8. Phonological Awareness Question 7 Results

. . acquired the skills to work with my students to improve their phonological awareness skills.

. . acquired the skills to work with my students to improve their phonological awareness skills.
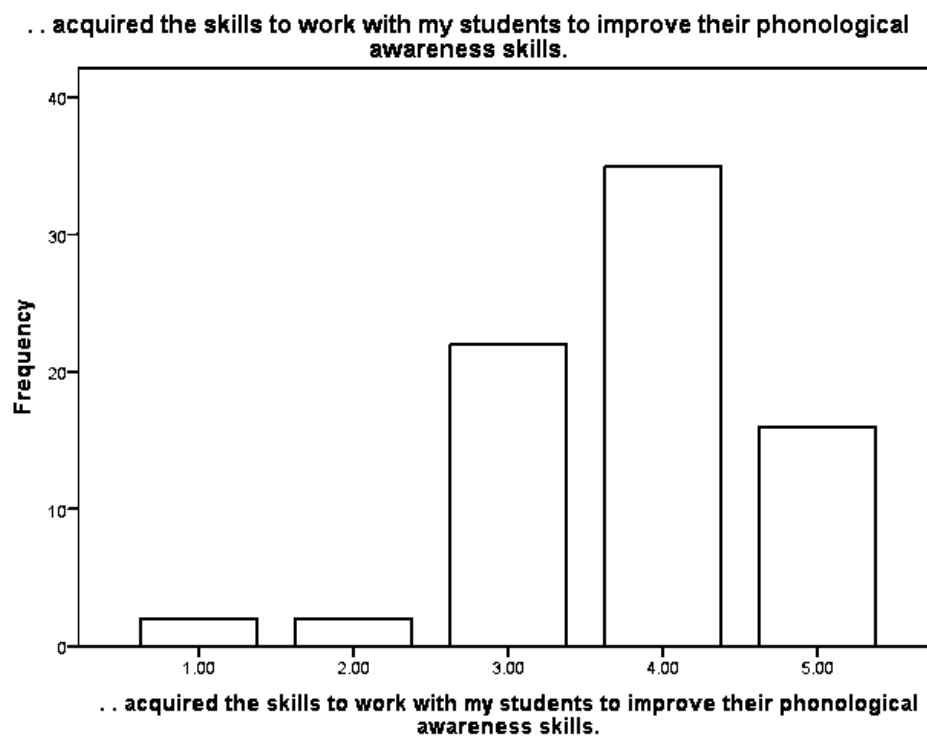
Figure 9. Phonological Awareness Question 8 Results

. . acquired the skills to assess a student's phonological awareness in my class.
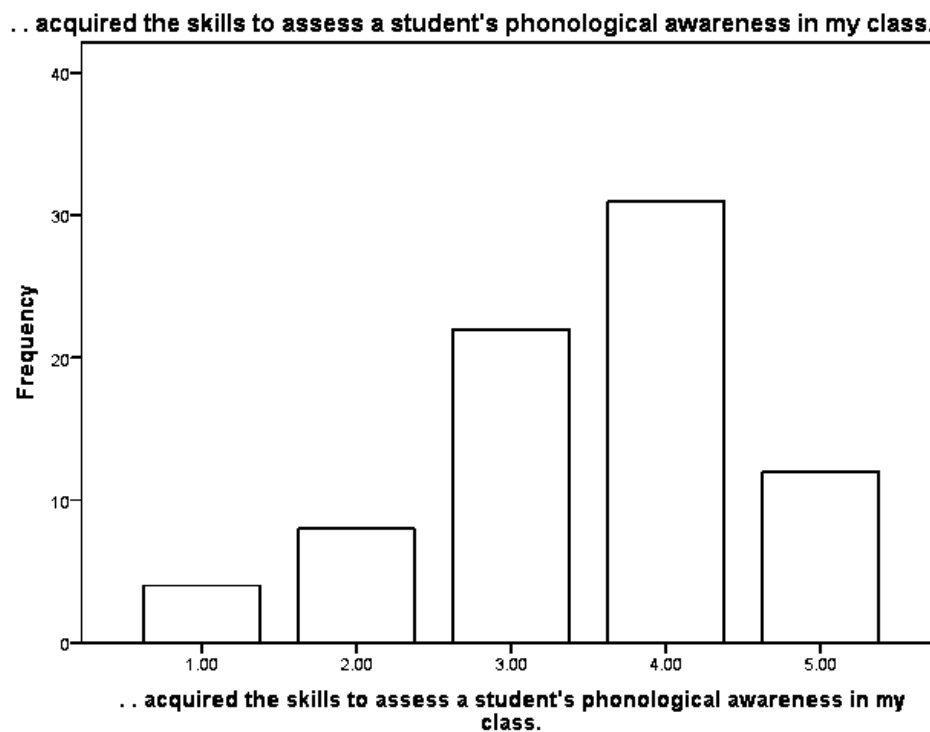
Figure 10. Phonological Awareness Question 9 Results

. . acquired the skills to remediate phonological awareness problems using individualized instruction.
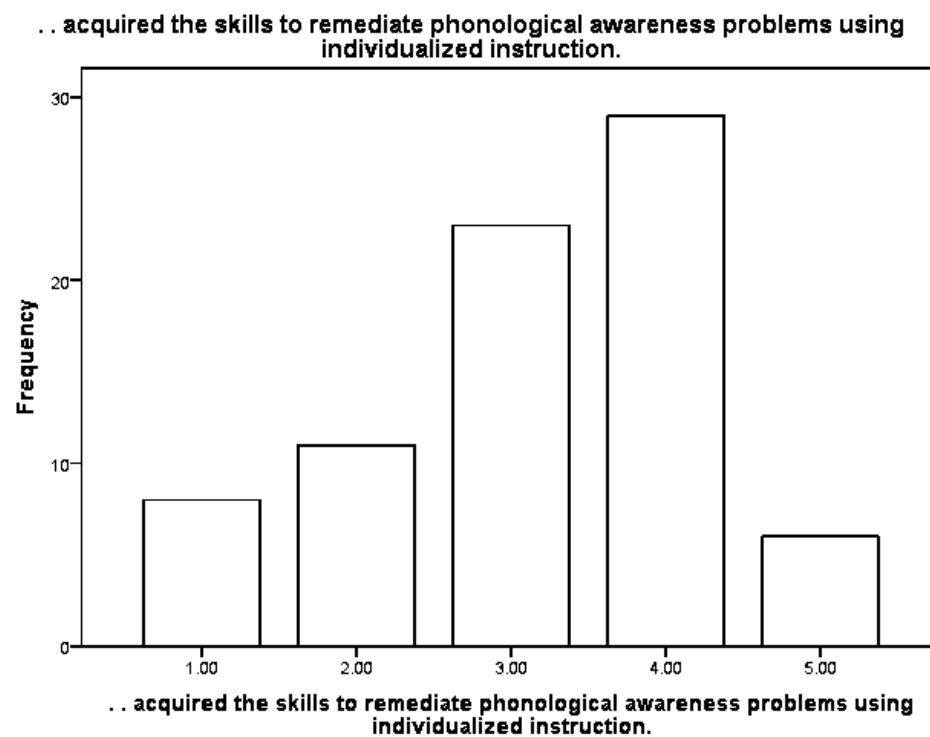
Figure 11. Phonological Awareness Question 10 Results

Results of Survey Data—Alphabetic Principle

The C3 Coaching Summer Academy also provided professional development in the area of alphabetic principle. Table 4 includes descriptive values in the same manner that was used to examine phonological awareness.

Table 4

Descriptive Statistics for Individual Survey Questions on the Alphabetic Principle

	N	Minimum	Maximum	Mean	Std. Deviation
. . increased my knowledge about what the alphabetic principle means.	77	1.00	5.00	3.4805	.99486
. . increased my knowledge of the link between the alphabetic principle and learning to read.	77	1.00	5.00	3.5325	.92600
. . increased my skills so that I can help students to understand the systematic relationship between letters/words and speech sounds.	76	2.00	5.00	3.6447	.94804
. . learned a variety of activities that help students to improve their skills in linking letters/words with speech sounds.	76	2.00	5.00	3.8816	.95173
. . learned how to create new activities that help students to improve their skills in linking letters/words with speech sounds.	75	2.00	5.00	3.9067	.94688
. . acquired the skills to work with my students to improve their skills in linking letters/words with speech sounds.	77	2.00	5.00	3.6883	.86237
. . acquired the skills to assess a student's letter/word sound correspondence.	77	1.00	5.00	3.4156	.89370
. . acquired the skills to remediate letter/word sound correspondence problems using individualized instruction.	77	1.00	5.00	3.2857	1.06199
Valid N (listwise)	73				

The perceived impact of the teachers in the emergent literacy area of alphabetic principle was also very high; the means on every professional development component in the survey were 3.2 to 4. These high means signal that the participants as a whole felt as though the professional development had a substantial impact. As in the phonological awareness category of emergent literacy, almost every area of professional development had participants who rated the professional development as having limited impact and all items also had at least one participant who ranked the professional development session in alphabetic principle to have major impact on them. The following are the histograms that show the exact distributions and frequency that each level of impact on the professional development scale were indicated by the participants.
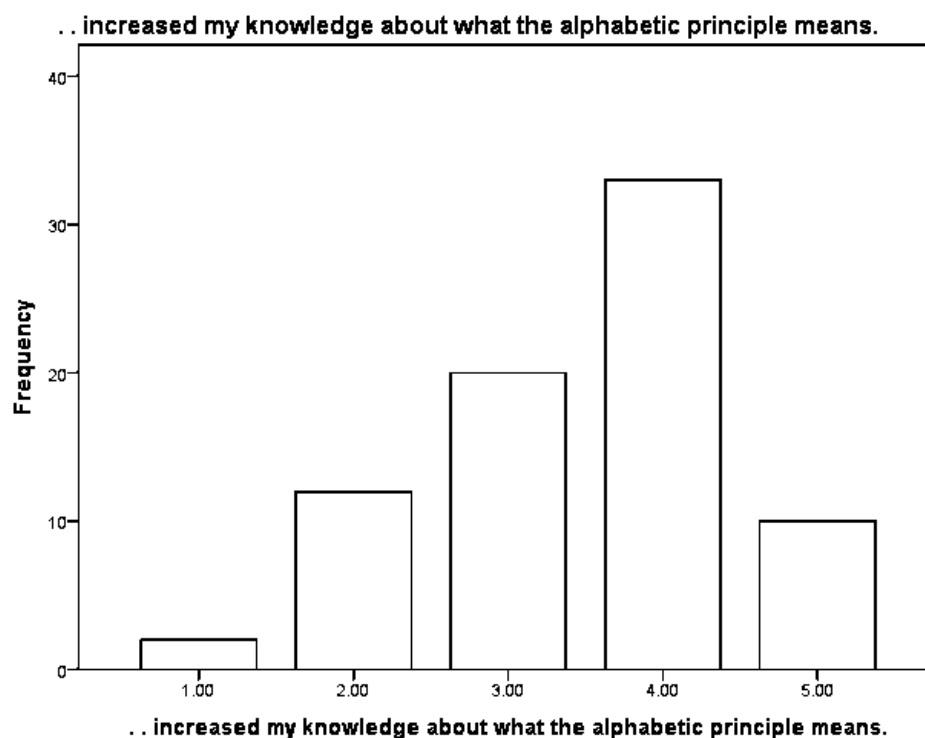
Figure 12. Alphabetic Principle Question 1 Results

. . increased my knowledge of the link between the alphabetic principle and learning to read.

. . increased my knowledge of the link between the alphabetic principle and learning to read.
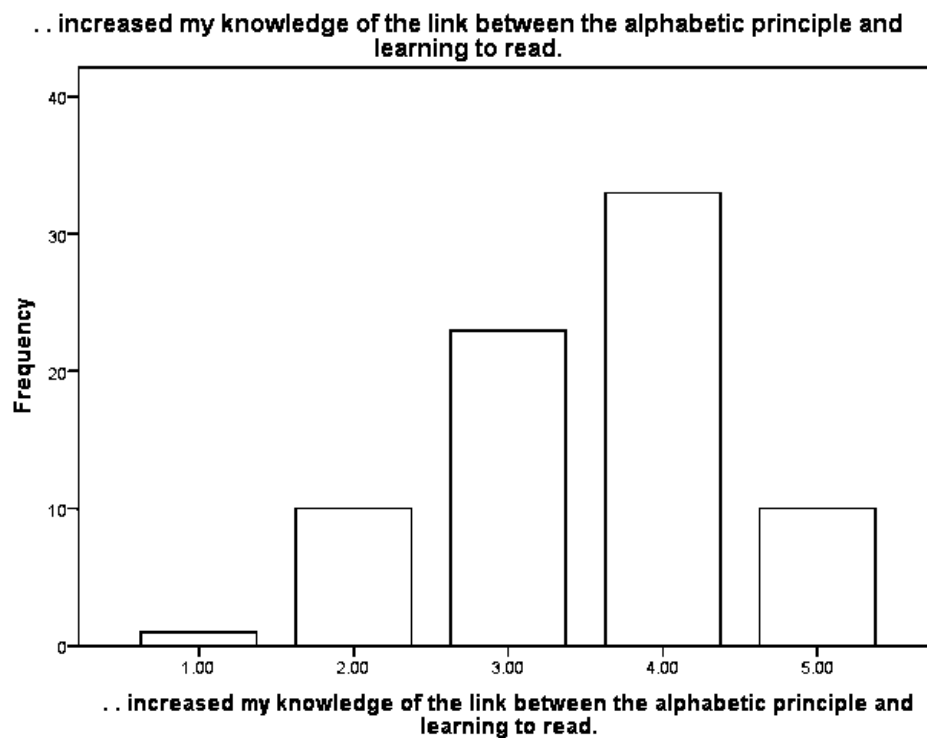
Figure 13. Alphabetic Principle Question 2 Results

. . increased my skills so that I can help students to understand the systematic relationship between letters/words and speech sounds.

. . increased my skills so that I can help students to understand the systematic relationship between letters/words and speech sounds.
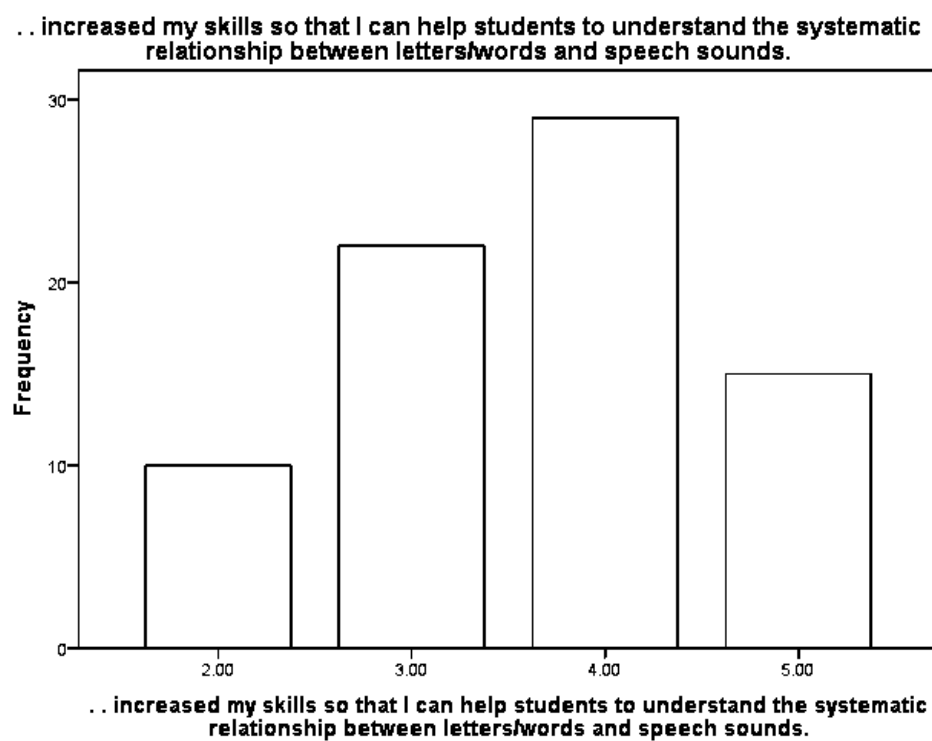
Figure 14. Alphabetic Principle Question 3 Results
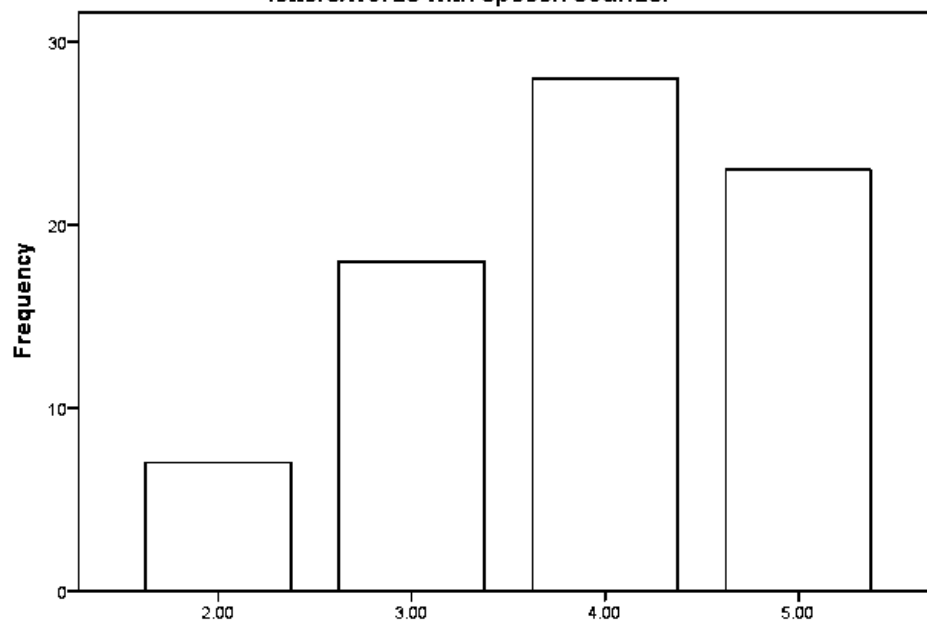
Figure 15. Alphabetic Principle Question 4 Results
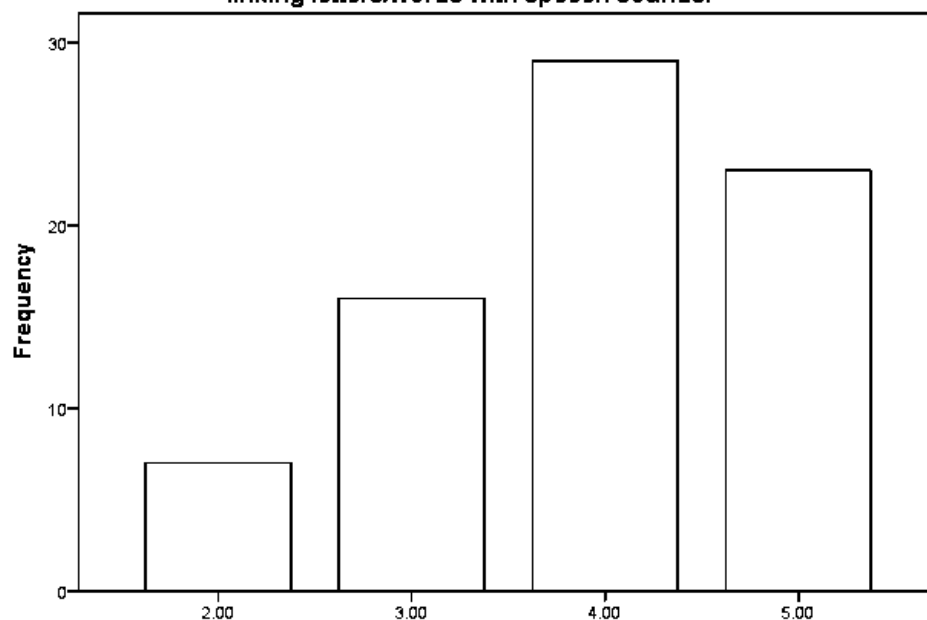
Figure 16. Alphabetic Principle Question 5 Results

Figure 17. Alphabetic Principle Question 6 Results
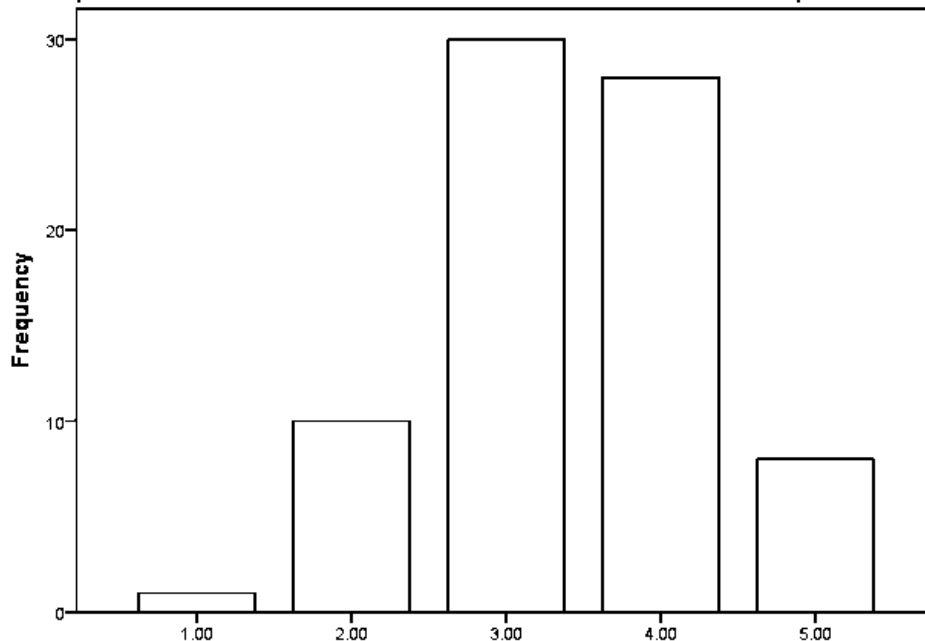
Figure 18. Alphabetic Principle Question 7 Results
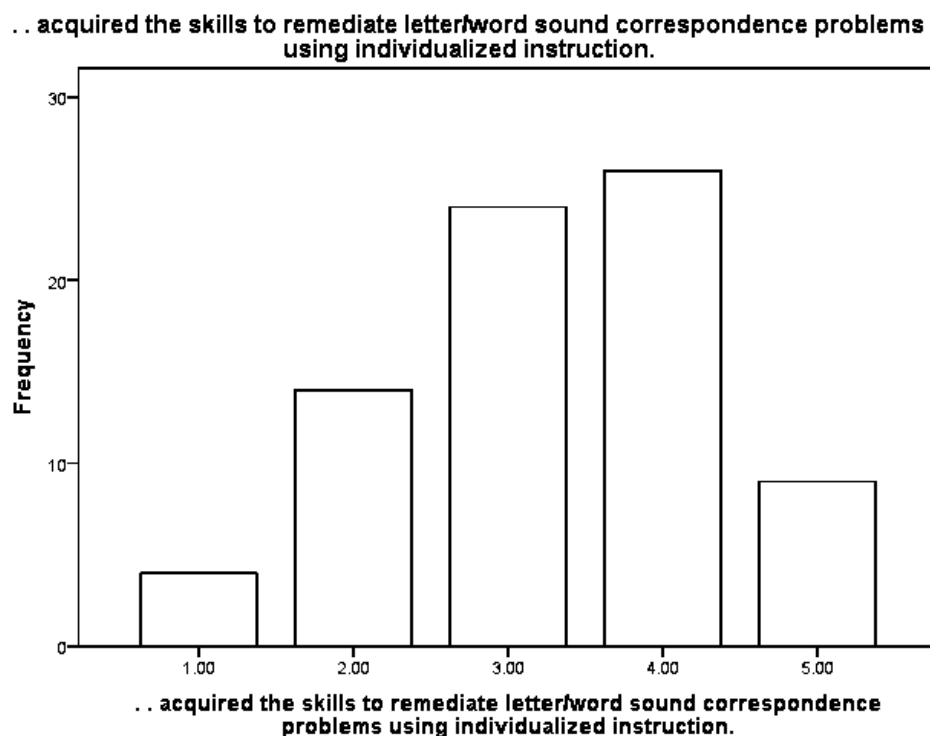
Figure 19. Alphabetic Principle Question 8 Results

The exact numeric frequencies for the emergent literacy area of alphabetic

principle are also included in Appendix J as a reference. From the graphs above it can be

determined that the participants generally rated each area of professional development as

having major impact on their knowledge and teaching skills. Meaning the professional

development they received in this area was effective at helping them to learn, as well as

being areas that teachers viewed as an area of need in their own practice.

Results of Survey Data—Print and Book Awareness

In addition to phonological awareness and the alphabetic principle, the C3

Coaching Summer Prekindergarten Academy also offered professional development in

the area print and book awareness. The perceived impact of the professional

development in the area of print and book awareness is analyzed in Table 24, including

the number of participants who ranked their impact in this area, the minimum, maximum,

mean, and standard deviation.

Table 5

Descriptive Statistics for Individual Survey Questions on Print and Book Awareness

	N	Minimum	Maximum	Mean	Std. Deviation
. . increased my knowledge about what print/book awareness means.	77	1.00	5.00	3.8442	.91859
. . increased my knowledge of the importance of providing print rich environments for my students to promote learning to read.	78	1.00	5.00	4.0769	.96388
. . increased my skills so that I can demonstrate print awareness concepts to my students.	77	2.00	5.00	4.1948	.77865
. . learned a variety of activities that help my students to find and use meaningful print in their environment.	78	2.00	5.00	4.3846	.79333
. . learned how to create new activities that incorporate meaningful print into my classroom.	77	2.00	5.00	4.3766	.76156
. . acquired the skills to work with my students to improve their skills in learning from meaningful print in their environment.	78	2.00	5.00	4.2564	.72856
. . acquired the skills to assess my classroom's level of meaningful print for the students I teach.	78	1.00	5.00	3.8077	.86876
. . acquired the skills to identify appropriate meaningful print materials to add to my room to help individualize instruction.	78	1.00	5.00	4.1026	.87668
Valid N (listwise)	75				

When looking at Table 5, the means for all areas of print and book awareness professional development were at 3.8 or higher, meaning the professional development attendees perceived impact in the area of emergent literacy. As with the other two areas of emergent literacy examined, at least one participant rated the professional development as having limited to little impact. Additionally at least one participant rated this area of professional development as having a major impact on their skills in the area of print and book awareness. The following are the histograms for each of the individual items to show the frequency distribution in a visual manner.
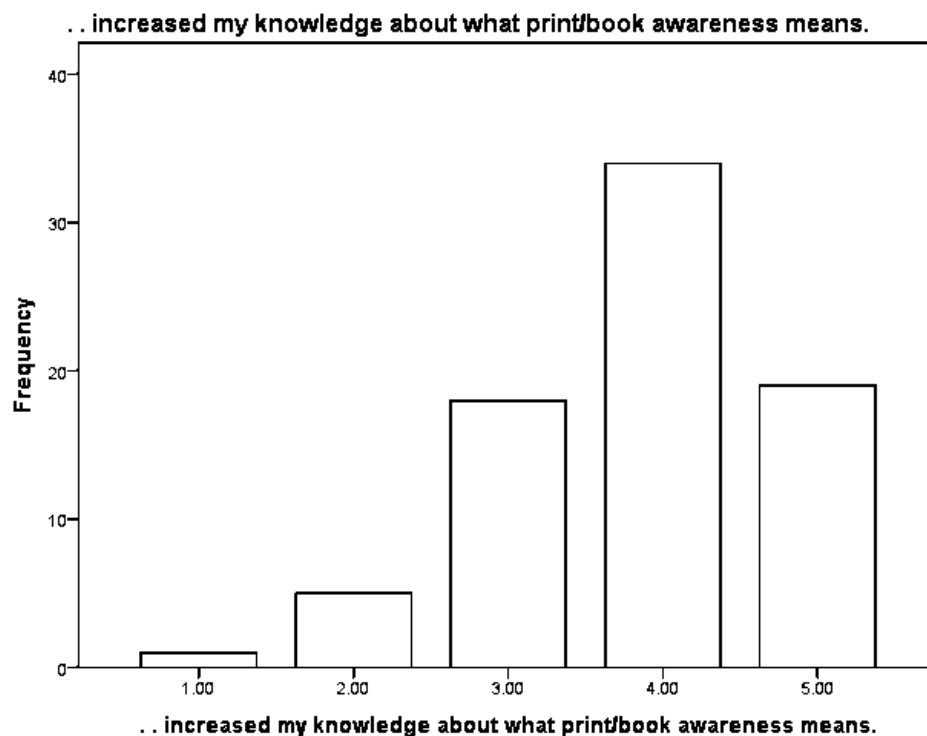
Figure 20. Print and Book Awareness Question 1 Results
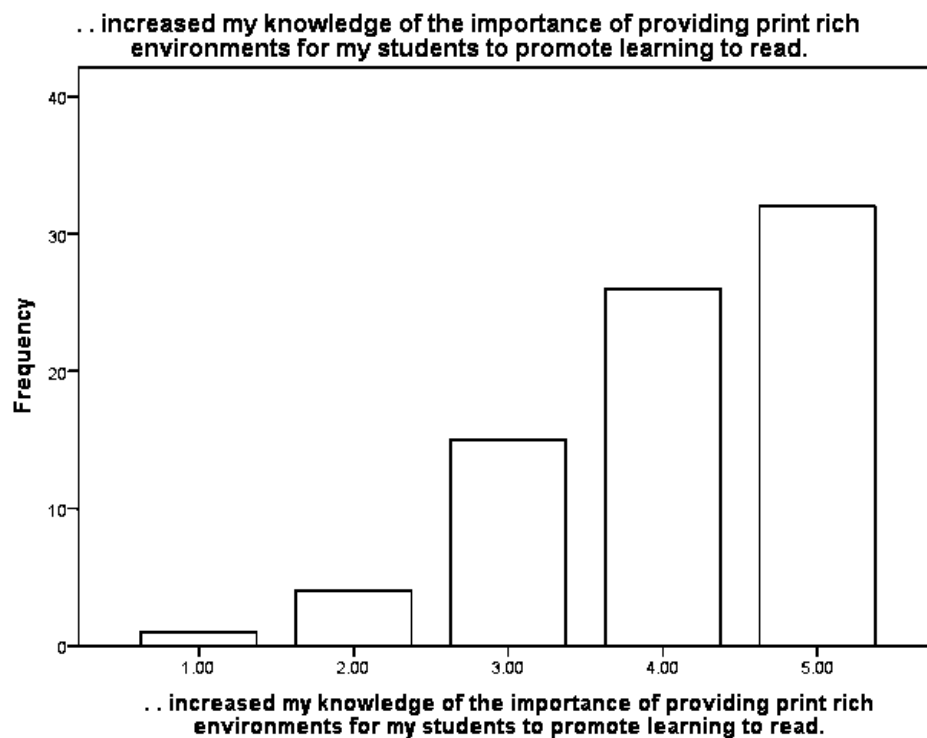
Figure 21. Print and Book Awareness Question 2
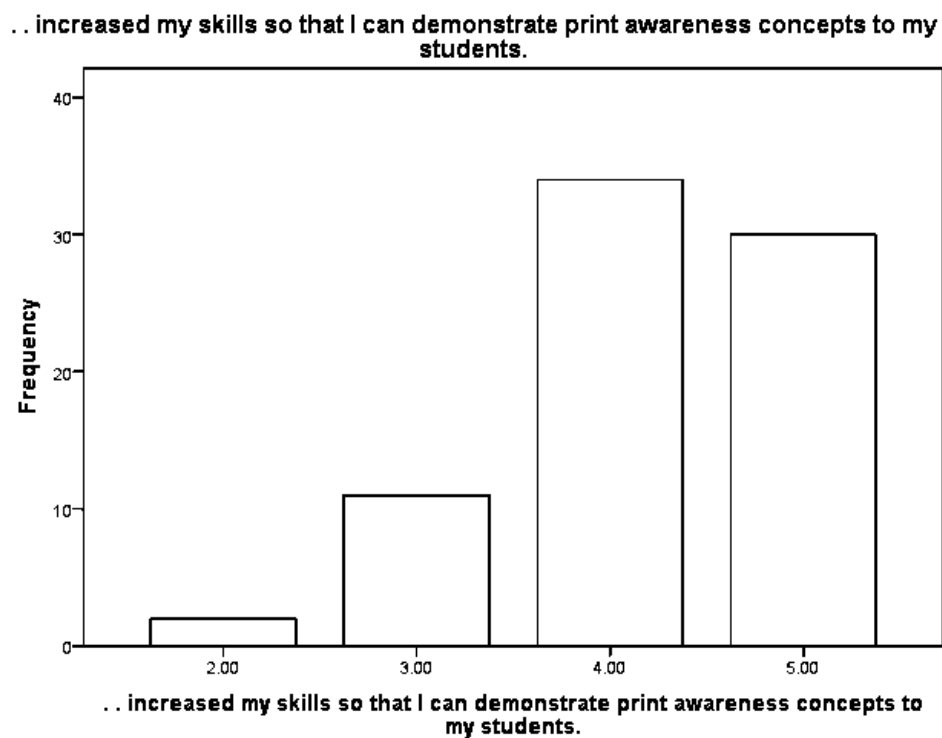
Figure 22. Print and Book Awareness Question 3

. . learned a variety of activities that help my students to find and use meaningful print in their environment.

. . learned a variety of activities that help my students to find and use meaningful print in their environment.
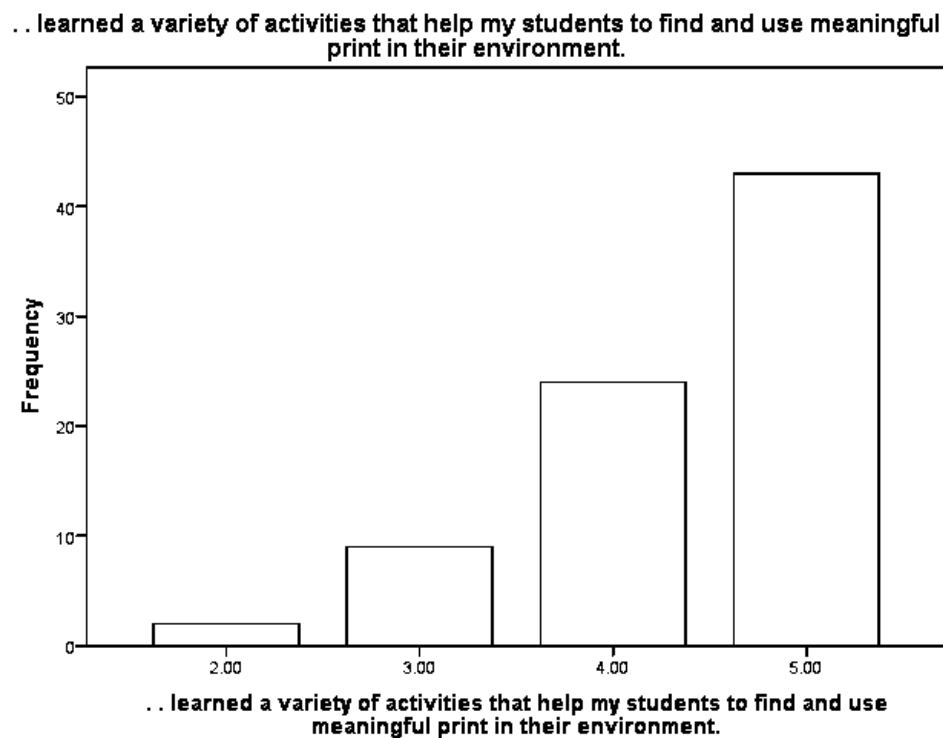
Figure 23. Print and Book Awareness Question 4 Results

. . learned how to create new activities that incorporate meaningful print into my classroom.

. . learned how to create new activities that incorporate meaningful print into my classroom.
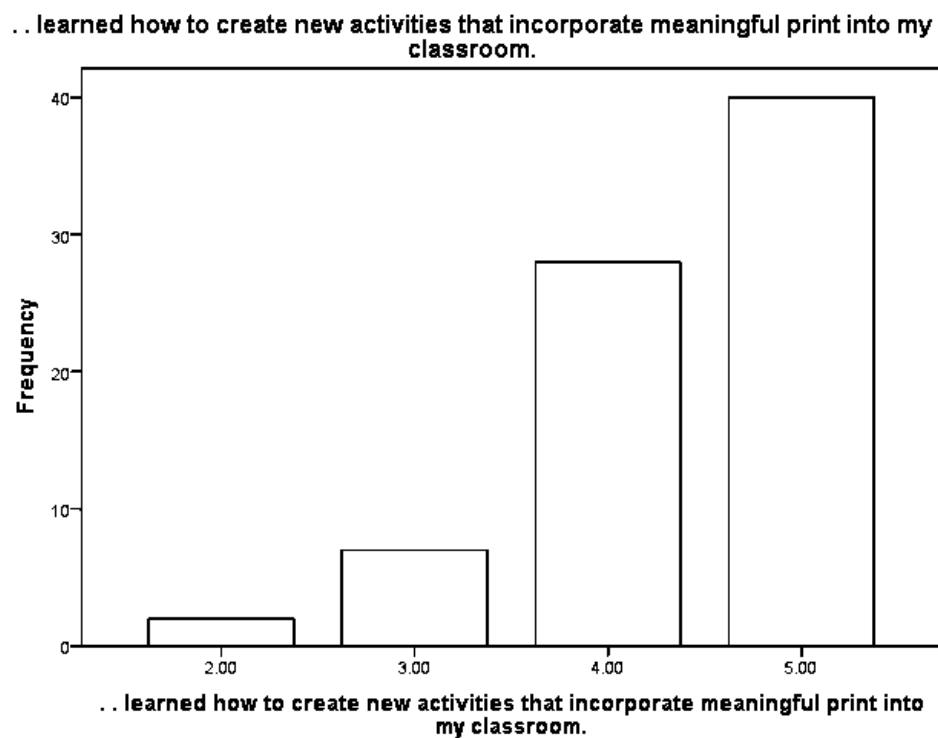
Figure 24. Print and Book Awareness Question 5 Results

Figure 25. Print and Book Awareness Question 6 Results
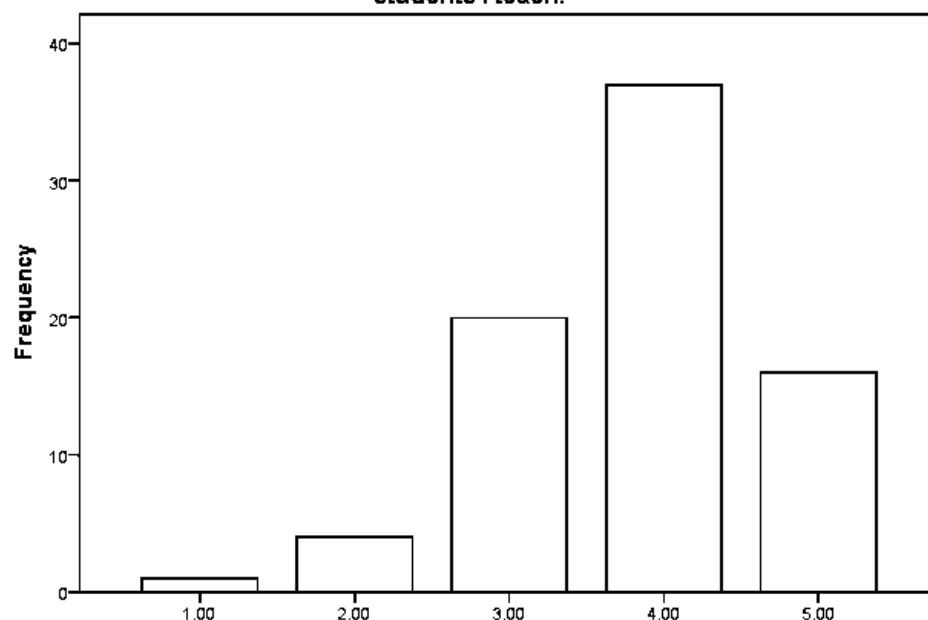
Figure 26. Print and Book Awareness Question 7 Results
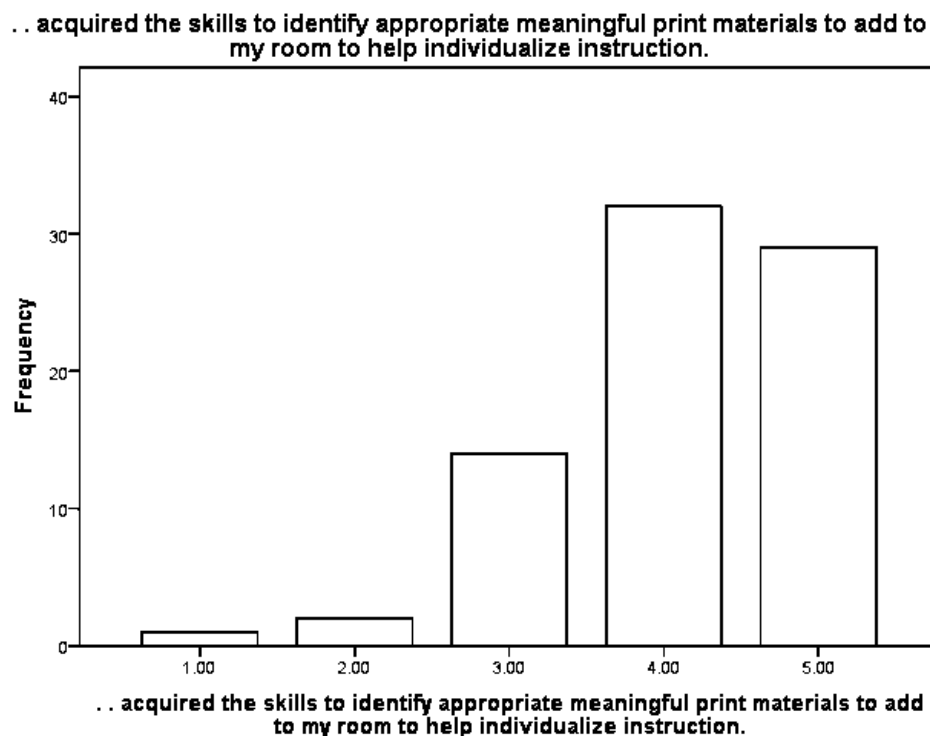
Figure 27. Print and Book Awareness Question 8 Results

As with the other area of emergent literacy, numeric frequency tables for this area of professional development, print and book awareness, are included in the appendices, in Appendix K.

Comparison of Perceived Impact across Emergent Literacy Areas

The perceived impact was high across all three areas of emergent literacy, including phonological awareness, alphabetic principle, and print/book awareness. It is important to also note that the professional development targeted the areas of increasing knowledge, skills, and learning to implement activities within their classroom with confidence. All areas of impact were high including knowledge and skills, but the acquisition of activities that can be used in teacher's classrooms seemed to be the most impactful to the participating teachers.

From looking at the results and distributions of the perceived impact from the participants, the main conclusion is that the distributions show the professional development had an overall great impact on the majority of teachers that participated. Therefore, it can be concluded that the professional development was of need to the teachers, as they felt their knowledge, skills, knowledge of activities to be used in the classroom, and confidence were all impacted by the C3 Coaching Summer Academy.

Overall Confidence in Teaching the Content Being Taught to the Participants

The following is a table of the overall confidence the participants had in teaching the three areas of emergent literacy examined above including, phonological awareness, alphabetic principle, and print and book awareness.

Table 6

Descriptive Statistics for Confidence in Teaching the Skills Being Taught

	N	Minimum	Maximum	Mean	Std. Deviation
How confident are you in teaching Phonological Awareness?	78	2.00	5.00	3.8846	.85251
How confident are you in teaching The Alphabetic Principle?	77	1.00	5.00	3.7013	.87457
How confident are you in teaching Print Awareness?	78	2.00	5.00	4.1410	.76827
Valid N (listwise)	77				

The mean confidence level of the participants was between 3.7 and 4.1 for all three areas, meaning the professional development in these emergent literacy areas had substantial impact on the confidence of the participants. There was at least one

participant who rated the professional development either a one or two, as having little to limited impact on their perceived confidence. On the opposite side of the spectrum, at least one teacher rated the professional development to be a five or major impact in all three areas of emergent literacy as well. Because the participants rated their confidence to teach all three of these emergent learning skills, it can be determined that the PPCD teachers who participated in the C3 Coaching Model were on average confident in their abilities to teach these three emergent literacy concepts to their students. These data are important as one of the goals of professional development is to raise teacher confidence in their abilities to teach and these statistics show that after the professional development the participants were confident in their abilities in these three areas.

Analysis of Participants Age on the Perceived Impact of Professional Development

The participants ranged from having twenty-two years of experience to being a pre-service teacher, which may have affected the perceived impact level for each of the teachers participating. However, since the majority of PPCD teachers had been in their positions for less than five years this may be representative of the field. The following is data cross-correlating the experience of the teachers and the perceived impact of the C3 Coaching Summer Academy.

Table 7

Correlation of Years of Experience to Perceived Impact of Professional Development

		Years of experience in PK teaching	mean response to phonological responses	mean response to alphabetic responses	mean response to print/book responses
Years of experience in PK teaching	Pearson Correlation	1	-.209	-.088	-.168
	Sig. (2-tailed)		.070	.448	.144
	N	77	76	76	77
mean response to phonological responses	Pearson Correlation	-.209	1	.722**	.597**
	Sig. (2-tailed)	.070		.000	.000
	N	76	77	77	77
mean response to alphabetic responses	Pearson Correlation	-.088	.722**	1	.603**
	Sig. (2-tailed)	.448	.000		.000
	N	76	77	77	77
mean response to print/book responses	Pearson Correlation	-.168	.597**	.603**	1
	Sig. (2-tailed)	.144	.000	.000	
	N	77	77	77	78
**. Correlation is significant at the 0.01 level (2-tailed).					

The results in Table 34 show that there is not a significant correlation between the

years of experience and the perceived effects of the professional development on the

PPCD participants. Thus, experience was not related to perception of the impact that the professional development in emergent literacy had on the participants.

Phase Two--Results from Document Analysis

The second phase of the analysis of the C3 Coaching Model consisted of the rubric analysis of the four different professional development documents used as a part of the C3 Coaching Summer Academy. The rubric was designed to examine professional development for the prevalence of the seven factors of effective professional development as defined in the literature review, as well as the prevalence and ability to teach the emergent literacy areas, including phonological awareness, alphabetic principle, and print and book awareness. The effective factors of professional development identified in the literature review and evaluated with use of the rubric include the following:

1. Professional development is overtime and not presented in a single-shot format.

2. Content of professional development is aligned with national and state guidelines.

3. The professional development includes hands-on learning in an interactive environment.

4. The professional development program provides materials and resources to the teachers.

5. Teachers are treated like professionals at the professional development.

6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.

7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.

As well as the factor of professional development that addresses the implementation of the emergent literacy skills within the professional development program:

8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.

The four documents being examined by the rubric are the thematic PowerPoint, the thematic lesson plan, the environmental PowerPoint, and the environmental lesson plan. All four of these documents were designed by the C3 Coaching Grant creators in order to provide high quality; research based professional development to the participants of the C3 Coaching Academy.

Discussion of Documents (C3 Coaching Academy Content) and the Emergent Literacy Factors

Content of the Prekindergarten Academy- Literacy. The content of the academy was designed to focus on three areas, including literacy, numeracy, and socialization. Upon my earlier literature review and knowledge of what is vital for young students to be learning at ages three to five, the content being focused on in this particular study is the literacy sections of the C3 Coaching Model.

Instead of being taught the emergent literacy and reading skills in solitary form, teachers were taught to use thematic units in which they would first pre-assess students to determine which skills needed to be taught to each of their students. Then, the teachers were then taught why they needed to pre-assess and what benefits pre-assessment could have on instruction being successful in a classroom. The next step in teaching the thematic units involved the teachers using the information they learned from the pre-assessments to create whole group, small group, large group, and individual based lessons to address the needs of the students based on the pre-assessments. The thematic unit instruction also was designed to help teachers learn to tie-in the prekindergarten guidelines to the curriculum being taught in the classroom. The actual assessment of the student's skills was also addressed and taught, as each teacher learned whom they should assess, when they should assess, where they should assess, and how they should assess. The instruction on how to teach thematic units was synthesized by showing participant teachers examples of research used to create thematic units, as well as sample materials and activities that could be used in thematic units. As identified earlier in the literature review, effective professional development should address the curriculum being tied into national and/or state guidelines, as well as being researched based, and examples being shown of the materials that are effective in a classroom. All of these factors of effective professional development were effectively included in instruction provided on how to use thematic units in a prekindergarten classroom.

Another major content area included in the prekindergarten academy was instruction on assessment with environmental print. Understanding environmental print is a vital concept for students to learn because they need to know the importance of

reading to gain information from signs and other literature around themselves in the environment. The content on environmental print is useful as it explains to the teaching participants how students will first learn to speak, will then learn to read, and will finally learn to read with a purpose to gain information. The lessons on environmental print utilize technology, connect the content to the pre-kindergarten guidelines, cite research to support the content being taught, and provide sample materials and activities (lessons) for participant teachers to utilize and use as a reference to create their own.

Emergent Literacy Factors to Be Examined. Literature reviewed reveals that alphabetic principle, phonological awareness, and print/book awareness are emergent literacy skills that need to be taught to students in prekindergarten in order to help prepare them to succeed as they continue in school (National Early Literacy Panel, 2008; National Reading Panel, 2009). As the No Child Left Behind Law (2001) states, giving students high-quality instruction in early literacy is crucial to creating a foundation to help these young students learn to read and succeed throughout their life.

Method of Rubric Analysis. The first step completed to analyze the documents of the professional development involved a review of the rubric to be sure effective factors were being reviewed in the professional development materials. The next step involved the professional development rubric being converted to a table to report the rubric results in an easily understood format. Each factor of the rubric is rated with the one to four Likert Scale, with one meaning not evident at all to four meaning greatly evident. The evaluator then used the rubric and evaluated each of the four documents individually for the 8 factors being evaluated. The results from this evaluation are reported in tables for ease of understanding.

The follow sections analyze the four documents, and the results are presented in condensed versions of the rubrics with individual ratings for each of the four documents that were evaluated. Tables 9 through 11 include the rubric results for each of the documents, as well as Appendices L and M including the more detailed results of the rubric being used.

Analysis of the Thematic PowerPoint

Table 8

Factors Evaluated in Professional Development for the Thematic PowerPoint

	Score
1. Professional development is overtime and not presented in a single-shot format.	4
2. Content of professional development is aligned with national and state guidelines.	4
3. The professional development includes hands-on learning in an interactive environment.	4
4. The professional development program provides materials and resources to the teachers.	3
5. Teachers are treated like professionals at the professional development.	3
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	3
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	3
Total Score	28/32

The researcher scored the thematic PowerPoint 28 out of 32 on the rubric to

determine if the professional development included the effective factors of professional

development, as well effective emergent literacy instruction. The thematic PowerPoint

included all of the effective factors greatly.

Analysis of the Thematic Lesson Plan

Table 9

Factors Evaluated in Professional Development for the Thematic Lesson Plan

	Score
1. Professional development is overtime and not presented in a single-shot format.	4
2. Content of professional development is aligned with national and state guidelines.	4
3. The professional development includes hands-on learning in an interactive environment.	4
4. The professional development program provides materials and resources to the teachers.	4
5. Teachers are treated like professionals at the professional development.	4
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	4
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4
Total Score	32/32

The thematic lesson plan scored an overall 32 out of 32 possible points, meaning the professional development completely covered the effective factors of professional development, including effective instruction in the components of effective early literacy instruction.

Analysis of the Environmental Print PowerPoint

Table 10

Factors Evaluated in Professional Development for the Environmental Print PowerPoint

	Score
1. Professional development is overtime and not presented in a single-shot format.	NA
2. Content of professional development is aligned with national and state guidelines.	NA
3. The professional development includes hands-on learning in an interactive environment.	3
4. The professional development program provides materials and resources to the teachers.	3
5. Teachers are treated like professionals at the professional development.	4
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	3
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4
Total Score	21/32

The environmental print PowerPoint received a 21 out of a possible 32 score

according to the effective factors of professional development rubric. The score for this

particular document was quite low as some information was not included in the

PowerPoint, including the content being aligned to state and national guidelines, as well

as the professional development being completed overtime. The reasoning for these

areas being marked NA or not applicable is that they were simply not included in the

PowerPoint as it was used in conjunction with the longer more detailed environmental

print lesson plan that did include this information.

Analysis of the Environmental Print Lesson Plan

Table 11

Factors Evaluated in Professional Development for the Environmental Print Lesson Plan

	Score
1. Professional development is overtime and not presented in a single-shot format.	4
2. Content of professional development is aligned with national and state guidelines.	4
3. The professional development includes hands-on learning in an interactive environment.	4
4. The professional development program provides materials and resources to the teachers.	4
5. Teachers are treated like professionals at the professional development.	4
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	4
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4
Total Score	32/32

The environmental print lesson plan received a perfect score of 32 out of a possible 32 points; meaning that the rubric determined that this professional development

tool provided a maximum experience in professional development for the participants involved.

Discussion of the Rubric Results

The documents were all scored holistically using the rubric. The reviewer read the entire document and the rubric itself before using the rubric. This helped the reviewers to acquire a holistic view of the quality of both of the documents. In addition to the documents being holistically scored by a rubric, they were also holistically scored by a second reviewer to determine validity and consistency in the results. Where scoring differed by one point, the primary review was retained. When scores differed by more than one point, the reviewers discussed the outcome and came to consensus on the score to be given to a specific component.

Chapter Five- Discussion

This study on professional development illustrated that professional development is an essential tool for teachers to improve both their skills and knowledge (Darling-Hammond & Richardson, 2009). The professional development in the C3 Coaching Model encompassed Prekindergarten Summer Awareness Academies that provided professional development to preschool teachers in the areas of emergent literacy, mathematics, and social skills. An essential area for children to learn in preschool is emergent literacy. Research has shown that quality early literacy instruction can lead to not only positive academic results later in school, but also to overall success later in life (Lonigan, Farver, Phillips, & Clancy-Menchetti, 2011; Sheridan et. al., 2009). When students are provided early quality instruction it allows them to build literacy skills that will continue to help students much after the preschool year(s) of education.

Phase One--Results from Survey Analysis

The first step in analyzing the professional development C3 Coaching Model involved an analysis of the statistics from the C3 Coaching Prekindergarten Academies Awareness Survey, (Appendix C). The results were analyzed based on three areas of emergent literacy that were tied to prekindergarten standards. The means, medians, standard deviations, minimums, and maximums were found for each of the various questions on the survey for these three areas of emergent literacy. Additionally, the overall confidence of the participants to teach these three emergent literacy concepts to their students was analyzed. The survey included many questions based on the professional development provided in the C3 Coaching Model, but for the purposes of this study the questions the data were analyzed on included the three areas of emergent

literacy, phonological awareness, the alphabetic principle, and print and book awareness. The questions asked participants to rate their perceived impact on their knowledge, skills, ability to create activities and lesson, and their ability to assess their students' knowledge. Each of the questions on the C3 Coaching Prekindergarten Academies Awareness Survey was based on a Likert Scale from one to five, with one signifying "limited impact" to five signifying "major impact."

Results of Survey Data—Phonological Awareness. According to the National Early Literacy Panel and National Reading Panel, phonological awareness is an area of emergent literacy that is connected to quality literacy instruction for students in prekindergarten. The participants received quality and research-based instruction tied to Texas prekindergarten standards in the area of phonological awareness and rated their perceived impact of professional development given to them in this area as substantial. The self-reported means of each question on emergent literacy were above 3, with all but two above 3.5. The participants particularly rated the impact above 4 on the questions, [As a result of this training I have], "learned a variety of activities that help students to improve their phonological awareness skills," and, "learned how to create new activities that help students to improve their phonological awareness skills." Thus, this illustrates that the participants prior to the training had a need to learn the content and were particularly in need of a greater variety of activities that would aide their students in learning phonological awareness skills.

Interestingly, the participants also rated their perceived overall impact of the training to be a 3.9 on the question, "[As a result of this training I have] increased my knowledge about the prekindergarten guidelines for language and literacy." This finding

is particularly noticeable because it signals that prior to the C3 Coaching Model there was information about the prekindergarten guidelines in language and literacy that the prekindergarten PPCD teachers did not know. Research has shown that prekindergarten students and in particular PPCD students need quality instruction in early literacy in order to increase their skills and have the ability to close the educational gap they often face. However, if teachers still have much to learn about what the prekindergarten standards are, then they are possibly not giving their students the best quality and standards-based instruction that they could be providing. Specifically, if teachers had expert knowledge of the language and literacy guidelines that they should be teaching in their classrooms the outcomes for students may be different.

Overall the results in the area of phonological awareness illustrate a clear need for teachers to improve their skills in analyzing their students' phonological awareness abilities, creating activities to teach and assess phonological awareness, as well as the ability to understand the important link that exists between phonological awareness and learning to read. The histograms provided for each of the questions asked about the phonological awareness professional development, Figures 5 through 14, show a positive trend for the perceived impact of the professional development in the area of phonological awareness. This provides visual support that overall the training was perceived as more effective for the PPCD participants that participated in the C3 Coaching Academy. Phonological awareness is such an important building block to helping students learn to read, that it is imperative and clearly needed for PPCD teachers to receive extra professional development to increase their knowledge and skills in this area of emergent literacy.

Results of Survey Data—Alphabetic Principle. The National Early Literacy Panel and National Reading Panel also cite the alphabetic principle as one of the emergent literacy key concepts for students in prekindergarten to learn in order to build a strong foundation in early literacy. Research shows how important early literacy is to student success. The means for the emergent literacy of alphabetic principle were also high, as well as were between 3.2 and 3.9. As with phonological awareness, the high means on the survey questions relating to alphabetic principle signify that the training in this area of emergent literacy had a positive perceived impact on the knowledge, skills, ability to assess, and ability to create materials to teach this area of emergent literacy.

The highest perceived impact in the area of alphabetic principle, which was a 3.9, was on the survey question, "[As a result of this training I have] learning how to create new activities that help students to improve their skills in linking letters/words with speech sounds." The high mean on this particular question shows that again teachers did not feel completely competent in making activities for their classroom to be used as they taught their students the alphabetic principle. This demonstrates that although teachers may sometimes know what to teach, that does not necessarily mean they know how to teach it.

The next highest mean of 3.88 in the emergent literacy area of phonological awareness was, "[As a result of the training I have]…learned a variety of activities that help students to improve their skills in linking letters/words with speech sounds." Again, this illustrates the need for the PPCD teaching participants to be taught activities to use with their students to teach them emergent literacy skills. As a teacher it is important to not only know the content you need teach to your students, but it is imperative for

teachers to have the skills to create activities to expose, teach, and assess students on each of the skills they need to learn. These results support the conclusion that one-day knowledge based workshops are not effective, but instead workshops that give and teach teachers how to create activities are much more useful to creating effective classrooms (Crim et. al., 2007; Crim et. al., 2008; Darling-Hammond & Richardson, 2009; Garet et. al., 2001; Vasumathi, 2010).

As a whole when looking at the histograms created from the frequency data on each question based on professional development having to do with the alphabetic principle, it is easy to see the upwards trend on all of the questions displaying the positive perceived impact that professional development in this area of emergent literacy had an overall positive effect on the PPCD participants who were in the C3 Coaching Summer Academy.

Results of Survey Data—Print and Book Awareness. The third area of emergent literacy surveyed on the C3 Coaching Prekindergarten Academies Awareness Survey and focused on for this study, was print and book awareness. Print and book awareness is cited by the National Reading Panel as a content area of emergent literacy commonly related to later success in being able to read, as well as teaching other emergent literacy skills. Teaching print and book awareness is an important skill for students to learn and a content area within which the C3 Coaching Model provided professional development.

The perceived impact for the professional development was higher in print and book awareness than it was in both phonological awareness and alphabetic principle. All means for each question asking about this content area were at 3.8 or higher, with all but

two questions being above 4. Similar to the results of the other two areas of emergent

literacy, the highest means, both 4.38, for this area of emergent literacy professional

development were, [As a result of this training I have]…"learned a variety of activities

that help my students find and use meaningful print in their environment," and, "learned

how to create new activities that incorporate meaningful print into my classroom."

Again, this illustrates that although teachers may know that teaching print and book

awareness to their students is needed and connected to the Texas Prekindergarten

guidelines, they are not completely confident of their ability to know and be able to create

classroom activities to help their students learn and assess print and book awareness.

The next highest mean for this area of professional development, a 4.25, was on

the question, "[As a result of this training I have] acquired the skills to work with my

students to improve their skills in learning from meaningful print in their environment."

This demonstrates that the PPCD teaching participants of the C3 Coaching Model were

not completely confident in their skills to teach this area of emergent literacy to their

students prior to the training. Again, this shows that although teachers may have

knowledge of what they need to know, this knowledge does not always correlate to their

ability to be aware of and able to create useful activities that can teach their students these

skills. In preschool children will not learn from simply being told what they need to

know; thus, teachers having knowledge of activities to use with their students is

imperative for learning.

As with the other two emergent literacy areas of professional development, the

histograms for the print and book awareness show a clear trend towards a positive or

major impact of this particular area of professional development training on the

participants' knowledge, skills, and ability to assess their students in this area of emergent literacy. Also of note, this area of professional development had the highest means and perceived impact of the three areas of emergent literacy content analyzed in this study.

Comparison of Perceived Impact across Emergent Literacy Areas. From looking at all of the survey results from the data collected on the C3 Coaching Summer Prekindergarten Academies Awareness Survey, it is clear that all three areas of emergent literacy had a high level of perceived impact on the participants involved in the C3 Coaching Summer Prekindergarten Academy. When looking at the means, the professional development in the area of print and book awareness had the highest level of impact on the PPCD teachers in the Summer Academy.

Overall Confidence in Teaching the Content Being Taught to the Participants. In addition to the individual questions asked of each of the areas of emergent literacy professional development, the C3 Coaching Summer Prekindergarten Academies Awareness Survey also included questions that asked the participants to rate their overall perceived confidence in teaching each of the three areas of emergent literacy after the professional development in each area was provided. The participants rated impact of the professional development on their confidence in teaching phonological awareness at a 3.8, their overall confidence to teach the alphabetic principle 3.7, and their overall confidence to teach print awareness at a 4.1. This again signifies that the perceived impact for all three areas of the professional development was high, with the biggest impact being in the area of print awareness. This illustrates that the teachers

found their skills in the area of emergent literacy to be at substantially higher levels after receiving the professional development training.

Analysis of Participants Experience Teaching on the Perceived Impact of Professional Development. The statistics calculated for the three areas of emergent literacy in relation to the number of years experience each PPCD participant teacher had showed no significant correlation between the two variables being studied. This means that the professional development training in emergent literacy received by the PPCD participants did not have a greater perceived impact on the more or less experienced teachers.

Phase Two- Discussion of the Results from the Document Analysis

The second phase of the C3 Coaching Model analysis consisted of a document analysis that looked at four documents from the C3 Coaching Prekindergarten Summer Academy, including: a thematic PowerPoint, a thematic lesson plan, an environmental print PowerPoint, and an environmental print lesson plan (C3 Coaching Grant Informational Meeting PowerPoint- Appendix B). Each of these four documents was analyzed through the use of the Rubric to Evaluate the Program for the Prevalence of the Effective Factors of Professional Development, which was designed by the researcher to evaluate teacher professional development programs for the presence of seven effective factors of professional development, identified in the literature review, as well as effective factors related to emergent literacy professional development. Each of the four documents was designed with the intent to increase the participants' knowledge and skills of teaching emergent literacy through content areas, including thematic learning and environmental print learning.

Analysis of the Thematic PowerPoint. The first document to be analyzed was the thematic PowerPoint; this PowerPoint received a total of 28 points out of a possible 32 on the rubric. The document was determined to provide high quality professional development in the areas of: professional development occurring overtime, content of the professional development connecting to state and national guidelines, hands-on activities, and usability of professional development into the classroom. The other four characteristics of effective professional development where the PowerPoint earned a score of three or meaning "mostly or somewhat shown" including: professional development providing resources and materials, teachers being treated as professionals, the sessions of the program being coherent to one another, and the professional development learning emergent literacy content connected to quality emergent literacy instruction. In summary, the PowerPoint did a quality job at covering the effective factors of professional development. The areas in which the PowerPoint was lacking occurred due to a limit of information that was not necessarily stated in the PowerPoint, but may exist in the program as a whole (C3 Coaching Grant Informational Meeting PowerPoint- Appendix O).

Analysis of the Thematic Lesson Plan. The thematic lesson plan received a score of 32 points out of a possible 32, meaning that from looking at the lesson plan in its entirety, it can be decided that the professional development document included all of the effective factors of professional development, including the effective factor of emergent literacy instruction. Consequently, this thematic lesson plan is one that can be used in the future with teachers to teach them quality emergent literacy instruction. The lesson plan was more detailed and included materials and details that were too extensive for inclusion

in a PowerPoint. Overall information was coherent from the PowerPoint to the lesson plan and provided a strong set of materials.

Analysis of the Environmental Print PowerPoint. The environmental print PowerPoint provided a good visual for teaching quality emergent literacy instruction in the area of environmental print (Tate, 2004). This PowerPoint was of quality as it received a score of either 3 "mostly shown" to 4 "greatly shown" on all factors of effective professional development, except materials being provided and content being aligned to standards; however, the total score was a little lower than the other documents as it was rated not applicable for the first two factors of professional development, including long-term professional development and content aligned with state and national standards. The PowerPoint did not directly address either of these two areas, as it was used in conjunction with the lesson plan which did include this information. This PowerPoint received a total of 21 out of a possible 32 points on this rubric to evaluate the effective factors of professional development.

Analysis of the Environmental Print Lesson Plan. The environmental print lesson plan received a perfect score of 32 out of a possible 32 on the rubric rating the prevalence of effective factors of professional development, including quality emergent literacy instruction. This lesson plan, like the thematic learning lesson plan, was more coherent and detailed than the corresponding PowerPoint. Consequently, it received a much higher score than the PowerPoint document received on its own. This lesson plan was very detailed and provided many hands-on activities, connected state guidelines to the content, and specifically included instruction in emergent literacy areas shown to be related to quality language and literacy instruction.

Discussion of the Rubric Result. From reviewing the results of the rubric analysis, the thematic lesson plan and environmental print lesson plan both received higher rubric scores than the corresponding PowerPoints for each of these topics, as each of the two lesson plans received perfect 32 out of 32 scores as they included all of the effective factors of professional development listed on the rubric. The thematic PowerPoint received a 28, while the respective lesson plan got a perfect score of 32 out of a possible 32 (See Appendices L & M). The environmental print PowerPoint received a 21, while the corresponding lesson plan received a perfect rubric score of 32 out of 32 (See Appendices L & M).

After reviewing the analysis, it is clear to see that the PowerPoints are not as comprehensive and do not include the same amount of information in the same great detail that is provided in the lesson plans. The PowerPoints, while being great supporting tools, are not as effective professional development tools as the lesson plans which are the primary professional development teaching tools. Both lesson plans received perfect scores from the rubric because they are more comprehensive and included more details than is traditionally provided in a PowerPoint. The documents work in conjunction to create the most effective professional development content for both the thematic and environmental print content areas.

Overall all four documents are of good quality as they all received average to high scores based on the effective factors of professional development. Both PowerPoints and lesson plans are of quality and can be recommended to be used by future professional development plans in the future to provide quality instruction to prekindergarten teacher

in emergent literacy. It is suggested that PowerPoints not be used without also the use of the lesson plans.

Action Plan-Plan of Professional Growth of Special Education Teachers

After this research study's examination of teacher professional development, it is important to realize that professional development needs to be of high quality and include the factors of effective professional development. While professional development is key part of school improvement, it needs to be of quality to be effective (Darling-Hammond & Richardson, 2009). The following is a sample professional development plan that encompasses the factors of effective professional development and illustrates a positive example of what quality professional development programs should be like based on the overall results of this study.

Target Audience/Participants. The target audience will be special education or PPCD (pre-school program for children with disabilities) teachers. The program will particularly focus on teachers who are in low-income areas and teachers who are relatively new educators or in their first three years of teaching. The program additionally will be specially targeted to educators teaching in Houston, Texas and the surrounding area. The professional development program will have an instructional leader or peer coach for every four to five participants in the class.   Ideally some of these teachers will be in district positions that allow them to visit the participants freely once the school year begins, and other instructional leaders will fellow PPCD teachers who are hopefully in the same schools or districts to allow them to assist and be in proximity to help the participants improve their practices.

Educators who teach at the same school will be encouraged to attend the training, although not all participants will know one another at the beginning of the professional development program. In order to create rapport and a positive and inviting learning environment some get-to-know you strategies will be used in the first two weeks of the program to help participants learn to be comfortable with learning together.

Project based lessons, such as the sample lesson plans (discussed in more detail in the timeline section of this plan) will help the peer coaches know which participants understand the concepts being taught and are ready to go out into the field and use the new content knowledge and materials to more effectively teach their students early literacy skills.

One important aspect of the entire professional development program in this action plan is that it will be universally designed for all teachers to learn. Universal design for learning (UDL) involves teachers universally designing their instructional design and tools, materials, and assessments in order to meet the needs of all students in their classroom and to help eliminate barriers that some students may experience in trying to demonstrate their knowledge (The IRIS Center, 2009). Universal design for learning techniques should be meaningful, motivating, and engaging to all students in the classroom to help them learn the most (The IRIS Center, 2009). Thus, using the universal design of learning will incorporate presenting the information in many different formats, involve students expressing their learning, and engaging students' interest in the content being taught (The IRIS Center, 2009). This program will be designed to help a variety of teachers, including pre-school level, PPCD, bilingual pre-school, and other educators. It will also employ the universal design for learning in order to help make it a

meaningful program for all the participants involved, as learners often learn in various ways. The Thematic Learning and Environmental Print lesson plans included as a part of this study are quality examples of lesson plan universally designed to include the effective factors of professional development (The IRIS Center, 2009).

Another important aspect that will assist in the instruction of this action plan is the use of master level teachers to act as mentors to the teachers participating in the professional development. These teachers who are considered master-level teachers will have their master level teaching certification and will be identified by their school district as a lead teacher or master teacher at their school. These teachers are useful as they can provide assistance to less experienced teachers who can benefit from the knowledge they have accumulated over their educational and teaching experience.

Timeline for Professional Development Program. The program of professional development will occur over a 15 month period, beginning at the end of one school year, including an intensive summer institute, and concluding with support over the following school year in the participant's individual classrooms.

Weeks 1 to 2. The participants will participate in field trips to the instructor or peer coaches' classrooms, as well as meeting for introductory classes to get to know one another and the leaders of the professional development. The participants will focus on observing the master teachers' classrooms to better understand what they should strive for their classroom to look and work like successfully. After attending these field trips, the participants and professional development leaders will get together in three sessions to brainstorm and discuss with one another the strategies and activities they observed in the classrooms during the field trips.

They also will be engage in some activities getting to know one another; including playing some games that help share personal information and will share stories with one another on their triumphs and struggles in the classroom. The leaders of the professional development will strive to share their knowledge with the participants to teach them and to allow them an insight into their background and qualifications. The participants will also complete a short survey about themselves and their past experiences in the classroom and with professional development in order to help identify what the teachers may be struggling with or where in their skill set teachers lack confidence. This survey can be found in Appendix N titled, "Getting to Know You Survey." This section will help make the professional development being given to the participants and is geared towards meeting the needs of the participants so that future professional development sessions can be customized. In addition to the survey given to the participant teachers, in order to gain an accurate view of the participants content knowledge on early literacy, they will be required to take a short test on the main content areas of early literacy in order to help learn what the participants do and do not know. In order for professional development in early literacy to actually be effective, it is quite useful to give the teachers an assessment on the concepts. How can a teacher be expected to teach concepts that they themselves have not already mastered? (Crim, Hawkins, Thornton, Boon-Rosof, Copley, and Thomas, 2008) The specific test content will be further explained in Section four of the action plan titled, "Content Focus."

Strategies used in this part of the professional development.

1. <u>Brainstorming and Discussion</u>: Throughout the professional development, participants would be consistently engaged in dialogue with one another, as well as the expert

teachers who lead the professional development; opinions and thoughts would be valued

by all individuals involved in the training to maintain a positive environment so that

everyone can learn and discuss their concerns and questions (Tate, 2004). The more

students discuss or talk about information and work with it, the more likely they are to

remember it; thus discussion will help the professional development participants

remember things in their semantic memories (Jensen, 1998; Sprenger, 1998).

2. Field Trips: Field trips will be incorporated into the professional development plan by

allowing novice or developing special education teachers to visit more skilled teachers'

classrooms to observe and explore what a successful classroom should look like; these

field trips will be provided prior to learning about a highly effective classroom and highly

effective strategies in order to help participants connect the information they learn in the

professional development session to the field trip they already attended to the highly

skilled teachers' classrooms (Tate, 2004). When students are able to link what they are

learning to experiences, then they are much more likely to understand what they are

being taught, which explains why field trips would help these students in learning the

concepts they may not have had any other prior experience with (Westwater & Wolfe,

2000).

3. Games: Games will be utilized in the beginning of the professional development

training to facilitate the participants becoming familiar with each other in order to help

create a learning environment where the participants are comfortable with learning and

feel comfortable helping one another through offering advice and feedback on others

work, such as sample lesson plans (Tate, 2004). "If the content is rigorous and relevant,

debates, storytelling, art, music, drama, games, mnemonics, graphic organizers, and

hands- and minds-on laboratories can dramatically enhance student understanding"

(Westwater & Wolfe, 2000).

4. <u>Project and Problem-Based Instruction</u>: The professional development would be problem based in two ways; first the content for the professional development course would be based on the issues that teachers identified as areas of need in combination with the current agenda in the areas of teaching being targeted, specifically literacy in this example. Secondly, the participants would be allowed to create lessons based on the problems they identified in their classroom and utilize the strategies they have learned in the professional development training; the participants would then give these sample lesson plans to their peers in a project-based format to get their feedback (Tate 2004). By making the professional development program project and problem based, this will hopefully promote the implementation of the new strategies into the classrooms. Problem-based learning is useful because, "our strongest neural networks are formed from actual experience, we should [be involved] and have our students involved in solving authentic problems in their school or community" (Westwater & Wolfe, 2000).

5. <u>Storytelling</u>: Storytelling will be used during the professional development program through having the expert teachers or presenters sharing their own experiences with the participants; participants would grow to learn and understand the presenters' and coaches' backgrounds in order to help them understand how the presenters can assist them in becoming more successful teachers with successful classrooms (Tate, 2004). Professional learning communities where teachers can help one another and can share experiences and learning with each other cause greater and better change in schools; thus,

why the professional development program will encourage sharing personal stories with one another (Darling-Hammond & Richardson, 2009).

Weeks 3 to 14. The participants will attend classes twice a week for 4 hours each. In these interactive sessions the participants will learn valuable skills, content, knowledge, and will create/receive materials to use in their classroom. This section of the professional development will focus a lot on the actual instruction of teaching the participants the actual skills, strategies, and content they need to be teaching their students in early literacy. The participants will learn the content, strategies, and tools they need to make their classroom successful through much brainstorming and discussion amongst those involved, as well as the visualization and drawing of a successful classroom, the completion of a graphic organizer outlining the steps to making a classroom successful, the celebration of one another's successes and learning, the actual manipulation of materials given to them to sue in their classrooms, the use of music to ignite learning amongst learners, cooperative learning and peer coaching amongst participants and instructional leaders of the professional development, visuals to help participants see what a successful classroom looks like, and problem and project-based learning.

One of the most important projects being done in this classroom based section of the professional development would be the hands-on manipulatives and models part. During this section the participants would watch the peer coaches and instructional leaders manipulate and use the materials to demonstrate how to use these materials in the classroom. The participants will then receive a complete set of the materials being shown to them and will work with their peer coaches to develop sample lessons and activities

using these materials. After creating the sample lesson plans, the participants will be

responsible for utilizing the lesson plans they created with a small group of their peers to

practice teaching with their new materials and strategies they have been taught and given.

This process will help give the participants some experience with using the tools to

actually teach prior to going back to the classroom. The participants who acted as

students and the peer coaches or instructional leaders will also being giving feedback to

the participants to express to them their thoughts on the lesson and what parts of the

created lesson were great and which could use some improvement.

Ideally this project based learning activity will allow participants to practice

creating lessons and using materials. They should end up developing appropriate lesson

plans that will later be used with their actual students when they return to their

classrooms. This section's specific content will be explained in Section four of this

action plan, but will be based on teaching special education students the early literacy

skills that are important and at times difficult for them to learn.

The lessons presented in this section of the summer classroom learning sections

will be focused on the Texas state content standards for early childhood education, as

well as the national pillars of reading according to the National Reading Panel and the

Early Literacy Reading Panel, as these standards and reading pillars are the content that

early childhood teachers should be focused on. Some of the factors that seem to be a

common thread throughout the different standards and research on early childhood

literacy are the alphabetic principle and phonemic awareness (National Early Literacy

Panel, 2009; Texas Education Agency, 2008).

Strategies used in this part of the professional development.

1. <u>Brainstorming and Discussion</u>: The classroom section of this program will continue to involve lots of open discussion and brainstorming amongst peers in order to help create an inviting learning environment and help participants and leaders learn from one another. Instructional leaders will still be on hand to also engage in dialogue and help guide teachers, but the participants will begin to support each other in the new content and strategies they are learning.

2. <u>Drawing and artwork</u>: Participants would work in groups during the professional development program to draw and visualize what they envision a successful classroom to be like, and participants will be encouraged to modify and improve their drawings and plans for their classroom based on the successful strategies they learn about during the professional development program (Tate, 2004; Westwater & Wolfe, 2000).

3. <u>Graphic Organizers:</u> A sequence of change graphic organizer will be given to and completed by the participants as they complete the professional development program to visually show the participants the steps to making their classroom and themselves more successful; this visual learning tool will help them connect their learning visually to assist in remembering the information and making it more meaningful to them (Tate, 2004).

4. <u>Celebration and Humor</u>: After each section of the professional development, participants will participate in celebrating each other's successes and improvement through verbal praise and high-fives to help create and maintain a positive learning environment (Tate, 2004). Teachers can direct their energy to positive thinking and personality traits, such as humor, which help students in learning concepts more successfully (Jensen, 1998).

5. <u>Manipulatives and Models</u>: All participants will be provided with manipulatives to use and see modeled throughout the training in order to help give the participants real life experience with the tools they should be using, as well as giving them the means to make an immediate impact when they return to their classroom with effective tools that help students served in special education (Tate, 2004). Professional development that incorporates hands-on learning with the actual materials and activities the participants will be expected to use with their students allows the participants to have a deeper and better understanding of the concepts being taught to them (Darling-Hammond & Richardson, 2009).

6. <u>Music, Rhythm, Rhyme, and Rap</u>: Music will be played throughout the professional development training, particularly classical music to help ignite ideas amongst the participants and promote learning throughout the training being provided (Tate, 2004). Music can be useful in helping students to remember things from their automatic and emotional memories, which can enhance learning of the professional development being offered (Sprenger, 1998).

7. <u>Project and Problem-Based Instruction</u>: The participants will participate in project based learning, such as sample lesson planning and the concerns identified in the opening surveys will be addressed through the program as well.

8. <u>Reciprocal Teaching, Cooperative Learning, and Peer Coaching</u>: Throughout the professional development program, the participants would be working with peers to support one another, as well as being provided a teaching coach that would work with their group of participants to help them with the implementation of the new techniques into their classroom (Tate, 2004). Participants would participate in cooperative learning

with their peers and peer coaching with a more experienced teacher during the professional development program. When participants and fellow teachers discuss teaching and strategies with their peers, then they contribute to each other's' learning and skills forming better relationships and overall better teachers (Roberts & Pruitt, 2003). According to Garet et. al., teachers are mainly provided with two forms of professional development, one is the traditional type of professional development that resembles a lecture style class, and the other type of professional development includes reform type activities, such as peer coaching, mentoring, common planning times, or study groups (2001). Garet et. al. also reported these types of reform activities are important because they make connections to the teachers' classrooms and may be easier for teachers to sustain over time (2001).

9. Storytelling: The participants in the professional development, will continue to share stories of their experiences to help one another learn to understand and learn from one another's' past experiences.

10. Visualization: Participants will be encouraged to visualize their classroom as a successful one, and they will modify these thoughts into a more successful classroom as they learn throughout the training what a successful classroom should look and operate like in special education (Tate, 2004). Visual images and visualization can help assist participants of the professional development program in making the learning more meaningful and connecting it to thoughts they already have (Westwater & Wolfe, 2000).

11. Visuals: Throughout the professional development coursework, specifically the classroom based section of the program, the participants would be provided with colorful pictures and graphics to show what quality instruction should look like in their classroom

and what a successful classroom should look like and consist of as well, again to help make learning more meaningful to them (Tate, 2004; Westwater & Wolfe, 2000).

   Weeks 15 to 20. The teachers will return to their classrooms and begin utilizing/planning to use the strategies they have learned in the 12 weeks of classes they attended in the summer. The intent of the program is for the participants to be able to immediately be able to use the content and manipulative materials in their classrooms as soon as they return to their classrooms through the use of the plans that they developed and received feedback on throughout the summer program.

   The peer coaches and instructors will also make some visits to the classrooms in order to assist in the implementation of the strategies and to continue to provide support to the participants concerning their improvement. The peer coaches will visit each classroom several times a week, 2 to 3 times ideally, and they will basically be there to guide the participant teachers to be sure they are teaching the content and using the materials successfully in their classrooms. The teachers will also be able to have open discussion and dialogue with their peer coaches to help them with any specific issues they may be having in their classroom or questions they have.

   Additionally the peer coaches and participant teachers will engage in online discussion boards and emails in order to share their experiences and offer support to one another. They will also be used for questions and concerns to be further discussed. Since the classroom portion of the program will not be going on in this section of the program, it will still allow the participant to feel supported by their peers and to give them another outlet to discuss questions or concerns.

Strategies used in this part of the professional development.

1. <u>Project and Problem-Based Instruction</u>: The project-based instruction began in the beginning of the professional development program, and in this section, the conclusion of this project would manifest itself as the teachers will teach the lessons they created to their students. The professional development program will not only increase teacher knowledge, but will also result in lessons that actually benefit the teacher and student in success in the classroom.

2. <u>Reciprocal Teaching, Cooperative Learning, and Peer Coaching</u>: This section of the professional development program will prominently incorporate the peer coaches of the program to assist the teachers in implementing their newly learned strategies and content knowledge effectively in their classroom. The peers coaches who are experienced can help the participants with much less experience be effective.

3. <u>Technology</u>: Throughout the special education professional development, teachers would be encouraged to interact with one another via interactive online discussion boards where participants could help one another solve problems, vent to one another, and bounce ideas off each other all from the comfort of their home (Tate, 2004). Technology can add to professional development and when integrated can improve teachers learning and help make the system of improvement in a school even greater (Killion, 2002).

4. <u>Work Study and Action Research</u>: After the classroom portion of the professional development, the peer coaches would make visits to participants' classrooms to assist them in the implementation of the strategies they have been taught and to address specific issues they may be having in their classroom (Tate, 2004). Again having peer coaches and educators working together for improvement in professional learning communities to

solve real problems in classrooms can really help participants of the professional development learn and apply the learning to actual issues in their classroom and school (Darling-Hammond & Richardson, 2009).

    Continuing Support. The peer coaches will continue to support the participants via online interactive discussion boards, email, and will visit each classroom a minimum of 5 times for the rest of the school year to continue to provide support for the participants of the professional development. The discussion boards and email communication will also continue to be available to the participants to use and communicate both with each other and their peer coaches.

    The participants and instructional leaders/peer coaches will also meet at the end of the program (a few weeks prior to end of the school year) to complete an evaluation survey found in Appendix O titled, "Survey to Evaluate the Special Education (Early Literacy Instruction Targeted) Professional Development" to allow the individuals involved in the program to have an final questions, concerns, or stories shared and answered by one another. The participants will be given continued support throughout the program and even after the formal part of the professional development program. Having this continued support for the participants is important because it has been shown that when sessions are provided in an extended program and a system of change is created, then more effective results can be seen from the participants involved (Crim, Andrews, Hawkins, Thornton, & Copley, 2007; Crim, Hawkins, Thornton, Rosof, Copley, & Thomas, 2008; Darling-Hammond & Richardson, 2009; Thornton, Crim, & Hawkins, 2009).

Strategies used in this part of the professional development.

1. <u>Storytelling and Brainstorming/Discussion</u>: Participants and peer coaches will share stories with one another in this stage of the program to continue to allow them to learn from one another, as well as to discuss/brainstorm different strategies that they found to be useful in teaching the early literacy content that they have been taught to use in their classrooms.

2. <u>Technology</u>: The discussion boards and email communication will again be used in this section of the professional development in order to allow for open discussion for participants to learn from one another.

3. <u>Work Study and Action Research</u>: The mentor coaches will visit the classroom 5 more times the remaining of the school year, as well as being a source of information via technology in order to help assist these teachers continuing to implement the action plan.

4. <u>Writing and Reflection</u>: At the completion of the professional development coursework, the participants would complete a reflection survey titled, "Survey to Evaluate the Special Education (Early Literacy Instruction Targeted) Professional Development" (found in Appendix O) in order to alert the professional development leaders on further professional development training they need, as well as reporting how the current professional development helped them learn new strategies to improve their practice in the classroom (Tate, 2004). Teachers respond more openly to trainings that they believe to be linked to other trainings they have been given to create change that is linked to issues that they may be facing in their own classrooms (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Content Focus

Early literacy is vital to early childhood learners' development. Consequently, it is the content area with the highest focus throughout the professional development program. According to the National Association for the Education of Young Children (NAEYC), early literacy instruction is effective when students are given developmentally appropriate settings and experiences, quality materials, and support socially and intellectually to improve their reading and writing skills (Roskos, Christie & Richgels, 2003). In this program the participants will need to learn specific content for early literacy that has shown to be effective. They will also need to learn strategies to present the content in appropriate settings and experiences in order to support these students in fostering their early literacy skills early on.

Early literacy instruction is important for young students in order to set them up for success later in life and to help them learn to actively use books and print to seek out information, learn from, and explore (Roskos, Christie & Richgels, 2003). Teaching early literacy skills to students also is important to help cultivating students' communication skills to be able to express themselves and understand written and oral language from others (Roskos, Christie & Richgels, 2003). Teaching students early literacy skills is not only important for the sake of students doing well in school and succeeding as they get older academically, but building students' early literacy skills can help them with everyday life skills as well, including communication and other daily functional skills that require quality literacy skills. The need for quality instruction for these students on a daily basis is something that is crucial to younger students acquiring skills they will need to be effective readers and writers as they get older. The key to

having quality instruction is professionally training our teachers to be able to provide quality, effective instruction day in and out for these young, growing minds (Roskos, Christie & Richgels, 2003).

The areas of early literacy that have been cited as being most crucial for teaching early literacy learners according to NAEYC are oral language comprehension, phonological awareness, and print knowledge (Roskos, Christie & Richgels, 2003).

Some of the teaching strategies that are recommended by NAEYC to help students when learning emerging literacy skills are rich teacher talk, storybook reading, phonological awareness activities, alphabet activities, support for emergent reading and writing, shared book experiences, and integrated, content-focused activities (Roskos, Christie & Richgels, 2003).

In order to understand what areas of content and types of strategies need to be taught to the participants, a reading skills and strategies based test would be given to participants prior to the program beginning in order to evaluate if they understood the content specifics, such as what is a phoneme or a morpheme. This test would serve as a benchmark test in order to provide the creators of the professional development even more information on their participants than is already provided to them from the "Getting to Know" you form in Appendix N.

The evaluation would also test the participants on their knowledge of evidenced-based reading concepts, such as alphabet activities and shared book experiences. This evaluation would be used by the peer coaches and instructional leaders of the professional development to begin planning for the program that they would provide to the participants over the twelve week long summer classroom course. Each summer

program will be customized to assist participants with their particular professional development needs because it will created by examining the reading knowledge baseline test results, combined with the "Getting to Know You Survey" in Appendix N, that also provided some information on the participants as well.

The lessons throughout the professional development program will be geared towards providing hands-on, interactive professional development to the participants with the development of activities and materials that can be used in the classroom when the teachers return to their classrooms. One specific of all lessons is that content on all lessons will be aligned with the national and state guidelines, as this has been shown to be one of the keys to successful professional development of teachers (Crim et. al., 2007; Darling-Hammond & Richardson, 2009; Garet, et. al., 2001; Thornton, Crim, & Hawkins, 2009). Another factor effective professional development that would be included in all lessons for the professional development would be the hands-on activities included, which would be greatly integrated into the program through the problem and project-based learning and other activities (Crim et. al., 2007; Darling-Hammond & Richardson, 2009; Garet et. al., 2001; Vasumathi, 2010).

What materials will be used in the professional development program and why?

Another factor of effective professional development is providing the teacher participants the materials and resources that they need to utilize the content and materials that they have been taught in the professional development program (Crim et. al., 2007; Darling-Hammond & Richardson, 2009). The materials being provided for the participants would include developmentally appropriate tools that promote early literacy, such as alphabet cards, a variety of books for students to use, and other materials that

provide the participants with tools that they can immediately go back and teach the content on early literacy that they are being asked to teach their students.

Evaluation the Professional Development for Special Education Teachers

After the conclusion of the professional development program, as is stated above the participants and the instructional leaders or peer coaches will meet together to discuss and evaluate the professional development program as a whole. This evaluation will help improve the program and its components to make it more effective at helping improve teachers' self-efficacy and skills to teach early literacy.

During this section of the program, the participants will be invited to share their concerns in order to improve the program and have it better fit the needs of future participants. The participants' feedback and opinions will be collected via an open discussion, as well as formally on a survey created to help evaluate the current program of development. This will not only notify the creators of the professional development how well their program was designed and implemented, but also will help influence future professional development by notifying the leaders about what was successful or not and what the participants still feel as though they need more instruction on to be successful with students. The survey that will be used can be found in Appendix O, titled, "Survey to Evaluate the Special Education (Early Literacy Instruction Targeted) Professional Development."

Participants would also be given feedback from the instructional leaders or peer coach that came to make classroom visits in order to notify each participant what the peer coach believed could have been done better and what areas of improvement they saw in each participant as well. The instructional leaders or peer coaches will be doing this

survey to provide further help to the participants, as well as to further evaluate how well the program did at teaching each participant the early literacy skills that they were taught in the classroom-based twelve week course given during the summer.   The instructional leaders will focus on looking for the successful knowledge of the content that needs to be taught to foster early literacy, as well as the use of strategies that were taught throughout the twelve week course.

The professional development program will also be evaluated using the rubric included in Appendix A below titled, "Rubric to Evaluate the Program for the Prevalence of the Effective Factors of Professional Development." This rubric was designed through a literature review that resulted in the identification of the seven factors of professional development and a factor of professional development focused on early literacy for prekindergarten aged students. The rubric utilizes a Likert Scale from one to four, with one signifying the factor was minimally included in the professional development and four meaning the factor was highly included in the professional development plan. This rubric specifies what each effective professional development factor may look like in order to help the evaluator effectively and objectively determine how well the program encompassed each of the 7 factors. This rubric will ultimately be completed by a professional development or instructional development specialist who was not a direct part of the program. The evaluation should be more objectively based since it is not completed by someone who was directly responsible for designing or teaching the program.

Conclusion

Professional development is a tool that has been shown in this study is to be needed by many teachers in order to help them improve their knowledge and skills in order to more effectively teach their students. However, not all professional development is created equally and not all professional development materials are as good as the others. Professional development needs to be much more than single day sessions on specific topics, but rather programs of change that incorporates long-term, hands-on programs that treat teachers as professionals. Teacher professional development also needs to provide materials in the hands of the teachers while at the training and be focused on content that is aligned to state and national standards, amongst other qualities that can make one professional development much more effective and worth doing than others.

It is crucial for both schools and teachers to research and examine the professional development sessions that they are attending and supporting with both money and time. Instead of supporting and adopting any programs of professional development, schools need to use tools such as the rubric created here to evaluate programs to be sure that a significant and noticeable impact can be seen from the training. It is vital for teachers to not only receive content knowledge at trainings, but to also learn to create lesson and activities, as well as learning how to assess the skills they are teaching their students. Quality professional development programs do much more than expand teachers' knowledge, but instead equip them with the materials, knowledge, and skills to be able to return immediately to their classrooms and implement the strategies they are being taught in these professional development programs.

Professional development plays a crucial part in school reform. Laws such as the No Child Left Behind Act provide both funding and mandates that school districts engage in quality professional development programs. Professional development can help reform schools by improving teachers' knowledge and skills and helping to increase their ability to positively affect their students.. With increased knowledge and skills, teachers across America who are attending professional development programs of quality can help their classes receive a higher level of success than before. As stated earlier, not all professional development is created equally and in order for schools to see a significant impact from any training, quality professional development needs to be implemented. Quality teacher professional development can lead schools in America to a higher level of achievement and success than they have previously been able to achieve.

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Appendix A-

Rubric to Evaluate the Program for the Prevalence of the Effective Factors of

Professional Development

Factors of Quality Professional Development (with resources included)	1- not at all shown	2- minimally shown	3- mostly or somewhat shown	4- greatly shown (of great quality)	Individual Factor Rating
1. Professional development is overtime and not presented in a single-shot format. (1, 2, 3, 4, 6)	Program is single day or one-shot type of professional development session.	Program is conducted over more than a single session—the parts of the professional development are not connected to one another or the connection is not made clear from each session.	Program is conducted over more than a single session—parts from each session are connected.	Program is conducted overtime—summer institute or continued program—that lasts more than a week. The professional development is a program of change that includes several sessions with connections between each of them.	
2. Content of professional development is aligned with national and state guidelines. (1, 3, 4, 5)	Content is not at all connected to state and national guidelines for the level/subject being taught by the teachers.	Content is connected to some guidelines, but not all; or, the content is connected to some guidelines, but does not apply to the content that the teachers attending the professional development teach.	Content of professional development is loosely connected to what the teachers are being required to teach according to the state and national guidelines.	Content of professional development is clearly aligned to the content being taught by the teachers it is being given to, and this content is also connected to state/national standards.	

3. The professional development includes hands-on learning in an interactive environment. (1, 3, 4, 6)	Professional development is delivered in lecture style only with no discussion amongst participants.	Professional development is delivered in a question and answer/lecture format; there is minimal discussion between participants and the leaders giving the professional development.	Professional development is given in lecture, but the participants are also shown videos and or in-person demonstrations of what and how they should be teaching in their classrooms.	Professional development is delivered in a highly interactive environment where teachers are allowed to discuss, watch videos and demonstrations, practice using the methods and receive feedback on their use of the methods being taught.	
4. The professional development program provides materials and resources to the teachers. (1, 3)	Teachers are given no materials.	Teachers are given the PowerPoint or a book of what instruction should look like, but is not given any actual materials to use in class.	Teachers are told where they can locate all materials needed to perform the new strategies being taught in the professional development, and they are possibly given a few of the materials needed.	Teachers are given all materials, handouts, and any other tools needed to implement the professional development strategies they have been taught immediately when they return to their classroom to teach their students.	
5. Teachers are treated like professionals at the professional	Teachers' opinions are not valued, as they are simply asked to come to the	Teachers are allowed to discuss with presenters, but are simply told	Teachers are treated somewhat as professionals and are given respect, but	Teachers are treated as professionals and are given feedback on their	

development. (1)	training and learn from the professionals. There is little to no useful interaction between the participants and the presenters.	that they need to do as they are being taught because the presenters are known as the professionals and not the teachers.	are not given much feedback from the presenters.	questions and concerns and there is much discussion in the professional development. They are allowed to ask questions and interact to learn more about the new strategies they are being taught.	
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in. (1, 6)	The tools and techniques being taught do not align with best practices being used and are not clearly applicable with the content the teacher is being required to teach to their students.	Tools and techniques are aligned with content the teachers are currently teaching, but are not considered the best practices by professional and governmental organizations that are experts in the area.	Tool and techniques are perhaps considered to be the best practices by professional organizations, but are not closely aligned to the content being asked to be provided by the teacher.	Tools and techniques provided in the professional development sessions are aligned with the content and tools that are already being used in the classrooms. The tools being taught are also considered to be best-practices or evidenced-based practices.	

7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve. (1, 2, 3, 5)	Professional development trainings are given to teachers in single trainings and are not coherent or tied to each other or to techniques/tools already taught to the teachers.	Teachers are given trainings that are of good quality over more than a single day, but after the initial training no further training or supports are given to help new teachers use the techniques being taught in their classrooms.	Teachers are given trainings overtime that are connected to one another and are clearly coherent to a program of change. Teachers are provided with some support in using the techniques in their classrooms.	Teachers are given trainings overtime that are connected to one another and are clearly coherent to a program of change where the teachers get continued support. The trainings are also connected to weaknesses or areas of need that were identified by teachers through evaluation measures and self-reflection.	
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and	The professional development plans do not specifically teach the participants about the factors of emergent literacy shown to be most important, such as alphabetic principal, phonological	The professional development plan briefly touches on the emergent literacy concepts shown to be most important to emergent literacy, but does not connect it to lessons that can be done in the	The professional development plan helps to increase a participants' knowledge and skills of the most important emergent literacy concepts as shown by research.	The professional development plan thoroughly covers the emergent literacy concepts shown to be important, and it not only increases the participants' knowledge and skills of these	

content in their classrooms. (7, 8)	awareness, and print/book awareness.	classroom.		emergent literacy concepts, but also allows participants to learn skills to implement and create lesson plans that teach these skills to their students.	
					Total Score

Footnotes (corresponding to the numbered resources included after each quality factor listed):

1. Crim, C., Andrews, N., Hawkins, J., Thornton, J., & Copley, J. (2007). Prekindergarten academies--a snapshot of teachers engaged in professional development. *Beyond the Journal-Young Children on the Web*, *July* (2007).

2. Crim, C., Hawkins, J., Thornton, J., Rosof, H., Copley, J., & Thomas, E. (2008). Early Childhood Educators' Knowledge of Early Literacy Development. *Issues In Teacher Education*, *17*(1), 17-30.

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4. Garet, M., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. S. (2001). What Makes Professional Development Effective? Results from a National Sample of Teachers, *38* (14).

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6. Vasumathi, T. T. (2010). A Design for Professional Development of Teachers--Need for New Policy Framework. Online Submission.

7. Texas Education Agency. Texas Education Agency, (2008).*Revised Texas prekindergarten guidelines.*

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Appendix B-

C3 Coaching Grant Informational Meeting PowerPoint

Early Childhood C3 Coaching: Quality Professional Development

University of Houston
College of Education

Who is Involved?

- University of Houston - College of Education
- Harris County Department of Education
- Partners
  - Houston ISD, East District; Northeast District
  - Humble ISD
  - Pasadena ISD
  - Spring ISD
  - Galena Park ISD
  - Spring Branch ISD
  - Aldine ISD

C3 Coaching Model

- Collegial
  - Teams of teachers with differing roles work together to become MasterCoaches.
- Cognitive
  - Teachers learn to design and implement research-based instructional strategies in literacy, mathematics, and socialization.
- Collaborative
  - Preservice and Inservice Teachers and Content Experts work to improve outcomes for children.

Program Activities

- Winter Retreat (December 5 and 6 2003)
- Study Groups and Coaching Sessions (begin in January 2004)
- Winter Conference (January 24 2004)
- Summer Prekindergarten Educator Academies (June and July 2004 and 2005)

Selection Process

- Eligible sites must meet all requirements:
  - Two sites begin in 2003-2004 and 2 sites begin in 2004-2005 that have:
    - 1) high need populations,
    - 2) PPCD programs,
    - 3) ELL students, and
    - 4) prekindergarten programs for ages 3 to 5.
  - Principals, teachers, and students willing to participate for 2 years.
  - Two schools from each district will be randomly selected for Year ONE; two more schools will be randomly selected for Year TWO.

Grant Potential

- Harris County will realize an increased capacity for educators who work with young children in poverty, who are English Language Learners, and/or who have diabilities;
- 64 MasterCoaches will coach in other classrooms beginning Year TWO;
- Coaching will occur using distance education materials beginning Year TWO;
- 700+ inservice teachers will receive part or all of the professional development via Coaching and/or Prekindergarten Academies;
- 900+ preservice teachers will work in classrooms and will learn to deliver instruction to young children; and,
- 34,000 young children will be impacted in Harris County over the next 2 years.

Grant Context: NCLB

- Accountability
  - Literacy, Numeracy, and Socialization
  - High Need Areas
- Research-Based Initiatives
  - "Scientifically-Based" Curriculum, Instructional Delivery, and Assessment
- Qualified Teachers
  - Professional Development Grant
    - Inservice and Preservice Teachers

Grant Award

- United States Department of Education
- $2,630,053 for two years
- University of Houston and Harris County
- 1 of 7 awarded from 114 eligible applicants across the United States
- 2nd highest amount granted
- Only one in Texas; others are in CA, AZ, CN, Washington DC, MO, NC

Prekindergarten Classrooms

Prekindergarten Teachers

Young Children

Research Required

- Pretest and posttest measures of student and teacher outcomes.
- Student Outcomes:
  - Oral language;
  - Emergent Literacy;
  - Mathematics; and,
  - Socialization.
- Teacher Outcomes:
  - Measurable changes in Knowledge and Skills in Oral Language, Emergent Literacy, Mathematics, and Socialization; and,
  - Observable changes in teacher behaviors, classroom climate and culture, and instructional delivery.

Appendix C-

C3 Coaching Summer Prekindergarten Academies Awareness Survey

C3 Coaching Summer Prekindergarten Academies
Awareness Survey

Thank you for participating in 4 days of PreKindergarten Professional Development!!

As you know, we need to know the impact of the training that you received.

Please complete the information about <u>you</u> that is listed below
    <u>and</u> the items on the following pages.

Your District: _____   Your School:_____

Your Classroom: PreKindergarten Title I   _____   PPCD   _____
                   PreKindergarten Bilingual   _____   Child Care/HeadStart   _____

Are you: A Year 1 Master Coach   _____   Your year 1 #   _____
                   A Year 2 Participant   _____   Your year 2 #   _____
                   An Academy Attendee   _____

Your experience in PreKindergarten settings   _____   years

THANK YOU! C3 Coaching

C3 Coaching - University of Houston
Pre-Kindergarten Summer Academy – Awareness Survey

Please circle the number that best represents the changes in your knowledge or skills as a result of the PreKindergarten Academy.

Language and Literacy							
Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
1	. . increased my knowledge about the prekindergarten guidelines for language and literacy.	1	2	3	4	5
2	**Phonological Awareness** . . increased my knowledge about what phonological awareness means.	1	2	3	4	5
3	. . increased my knowledge of the link between phonological awareness and learning to read.	1	2	3	4	5
4	. . increased my skills so that I can help students to isolate speech sounds.	1	2	3	4	5
5	. . increased my skills so that I can help students to become more aware of rhymes, syllables in words, and words in sentences.	1	2	3	4	5
6	. . learned a variety of activities that help students to improve their phonological awareness skills.	1	2	3	4	5
7	. . learned how to create new activities that help students to improve their phonological awareness skills.	1	2	3	4	5

8	. . acquired the skills to work with my students to improve their phonological awareness skills.	1	2	3	4	5
9	. . acquired the skills to assess a student's phonological awareness in my class.	1	2	3	4	5
10	. . acquired the skills to remediate phonological awareness problems using individualized instruction.	1	2	3	4	5

Language and Literacy (continued)						
Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
11	<u>Alphabetic Principle</u> . . increased my knowledge about what the alphabetic principle means.	1	2	3	4	5
12	. . increased my knowledge of the link between the alphabetic principle and learning to read.	1	2	3	4	5
13	. . increased my skills so that I can help students to understand the systematic relationship between letters/words and speech sounds.	1	2	3	4	5
14	. . learned a variety of activities that help students to improve their skills in linking letters/words with speech sounds.	1	2	3	4	5
15	. . learned how to create new activities that help students to improve their skills in linking letters/words with speech sounds.	1	2	3	4	5
16	. . acquired the skills to work with my students to improve their skills in linking letters/words with speech sounds.	1	2	3	4	5
17	. . acquired the skills to assess a student's letter/word sound correspondence.	1	2	3	4	5
18	. . acquired the skills to remediate letter/word sound					

Item #	Item Content	1	2	3	4	5
	correspondence problems using individualized instruction.	1	2	3	4	5
19	**Print/Book Awareness** . . increased my knowledge about what print/book awareness means.	1	2	3	4	5
20	. . increased my knowledge of the importance of providing print rich environments for my students to promote learning to read.	1	2	3	4	5
21	. . increased my skills so that I can demonstrate print awareness concepts to my students.	1	2	3	4	5
22	. . learned a variety of activities that help my students to find and use meaningful print in their environment.	1	2	3	4	5
23	. . learned how to create new activities that incorporate meaningful print into my classroom.	1	2	3	4	5
24	. . acquired the skills to work with my students to improve their skills in learning from meaningful print in their environment.	1	2	3	4	5

	Language and Literacy (continued)					
Item #	**Item Content** **As a result of this training I have . . .**	**Limited Impact**	-----	-----	-----	**Major Impact**
25	. . acquired the skills to assess my classroom's level of meaningful print for the students I teach.	1	2	3	4	5
26	. . acquired the skills to identify appropriate meaningful print materials to add to my room to help individualize instruction.	1	2	3	4	5
27	**Emergent Writing** . . increased my knowledge about what emergent writing means.	1	2	3	4	5
28	. . increased my knowledge of the importance of providing a variety of writing opportunities for my students to promote self-expression.	1	2	3	4	5

29	. . increased my skills so that I can demonstrate emergent writing concepts to my students.	1	2	3	4	5
30	. . learned a variety of activities that help provide my students emergent writing opportunities.	1	2	3	4	5
31	. . learned how to create new activities that incorporate emergent writing opportunities into my lessons.	1	2	3	4	5
32	. . acquired the skills to work with my students to improve their skills in emergent writing.	1	2	3	4	5
33	. . acquired the skills to assess my classroom's level of opportunities for emergent writing.	1	2	3	4	5
34	. . acquired the skills to identify appropriate emergent writing opportunities to add to my room to help individualize instruction.	1	2	3	4	5

OVERALL

What is your <u>current</u> confidence level in your ability to teach various Language and Literacy components to the <u>variety</u> of children who attend PreKindergarten classes?

		Not Very Confident	– – – – –	– – – – –	– – – – –	Very Confident
35	How confident are you in teaching Phonological Awareness?	1	2	3	4	5
36	How confident are you in teaching The Alphabetic Principle?	1	2	3	4	5
37	How confident are you in teaching Print Awareness?	1	2	3	4	5
38	How confident are you in teaching Emergent Writing?	1	2	3	4	5

Mathematics

Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
39	. . increased my knowledge about the prekindergarten guidelines for mathematics.	1	2	3	4	5
40	**Counting** . . increased my knowledge about what counting means.	1	2	3	4	5
41	. . increased my knowledge of the importance of providing a variety of counting opportunities for my students to use mathematics skills.	1	2	3	4	5
42	. . increased my skills so that I can demonstrate counting concepts to my students.	1	2	3	4	5
43	. . learned a variety of activities that help provide my students counting opportunities.	1	2	3	4	5
44	. . learned how to create new activities that incorporate counting opportunities into my lessons in a variety of content areas.	1	2	3	4	5
45	. . acquired the skills to work with my students to improve their counting skills.	1	2	3	4	5
46	. . acquired the skills to assess a student's counting skills in my classroom.	1	2	3	4	5
47	. . acquired the skills to remediate counting problems using individualized instruction.	1	2	3	4	5
48	**Geometry** . . increased my knowledge about what geometry means.	1	2	3	4	5
49	. . increased my knowledge of instruction in geometry position concepts in my classroom.	1	2	3	4	5

50	. . increased my knowledge of instruction in geometry <u>shape</u> concepts in my classroom.	1	2	3	4	5
51	. . increased my knowledge of instruction in geometry <u>spatial relation</u> concepts in my classroom.	1	2	3	4	5
52	. . increased my knowledge of the importance of providing a variety of opportunities for my students to use geometry concepts in my classroom.	1	2	3	4	5

Mathematics (continued)						
Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
53	. . increased my knowledge of the importance of providing a variety of opportunities for my students to use geometry concepts in class.	1	2	3	4	5
54	. . increased my skills so that I can demonstrate various geometry concepts to my students.	1	2	3	4	5
55	. . learned a variety of activities that help provide my students opportunities to learn geometry concepts.	1	2	3	4	5
56	. . learned how to create new activities that incorporate geometry concepts into my lessons.	1	2	3	4	5
57	. . acquired the skills to work with my students to improve their geometry concept skills.	1	2	3	4	5
58	. . acquired the skills to assess a student's geometry concept skills in my classroom.	1	2	3	4	5
59	. . acquired the skills to remediate geometry concept problems using individualized instruction.	1	2	3	4	5
60	<u>Measurement</u>	1	2	3	4	5

		Limited Impact				Major Impact
	. . increased my knowledge about what measurement means.					
61	. . increased my knowledge of instruction in measurement <u>comparisons</u> in my classroom.	1	2	3	4	5
62	. . increased my knowledge of instruction in measurement <u>vocabulary</u> in my classroom.	1	2	3	4	5
63	. . increased my knowledge of the importance of providing a variety of opportunities for my students to use measurement in my classroom.	1	2	3	4	5
64	. . increased my skills so that I can demonstrate various measurement procedures to my students.	1	2	3	4	5
65	. . learned a variety of activities that help provide my students opportunities to learn measurement.	1	2	3	4	5
66	. . learned how to create new activities that incorporate measurement into my lessons.	1	2	3	4	5

Mathematics (continued)						
Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
67	. . acquired the skills to work with my students to improve their measurement skills.	1	2	3	4	5
68	. . acquired the skills to assess a student's measurement skills in my classroom.	1	2	3	4	5
69	. . acquired the skills to remediate measurement problems using individualized instruction.	1	2	3	4	5
70	<u>Patterns and Classification</u> . . increased my knowledge about what patterns and classification mean.	1	2	3	4	5
71	. . increased my knowledge of instruction in patterns for students in my classroom.	1	2	3	4	5

Item #	Item Content	1	2	3	4	5
72	. . increased my knowledge of instruction in classification for students in my classroom.	1	2	3	4	5
73	. . increased my knowledge of the importance of providing a variety of opportunities for my students to use patterns/classification.	1	2	3	4	5
74	. . increased my skills so that I can demonstrate various pattern and classification techniques to my students.	1	2	3	4	5
75	. . learned a variety of activities that help provide my students with opportunities to learn pattern and classification techniques.	1	2	3	4	5
76	. . learned how to create new activities that incorporate patterns and classification into my lessons.	1	2	3	4	5
77	. . acquired the skills to work with my students to improve their pattern and classification skills.	1	2	3	4	5
78	. . acquired the skills to assess a student's pattern and classification skills in my classroom.	1	2	3	4	5
79	. . acquired the skills to remediate pattern and classification problems using individualized instruction.	1	2	3	4	5
80	<u>Number and Word Problems</u> . . increased my knowledge about the importance of the links among mathematics, language, and literacy in number and word problems.	1	2	3	4	5

Mathematics (continued)					
Item #	Item Content As a result of this training I have . . .	Limited Impact	-----	-----	-----	Major Impact
81	. . increased my knowledge of instruction in number and word problems for students in my classroom.	1	2	3	4	5
82	. . increased my knowledge of the importance of providing a variety of opportunities for my students to link numbers and words.	1	2	3	4	5

		Not Very Confident				Very Confident
83	. . increased my skills so that I can demonstrate various number and word problem solution procedures to my students.	1	2	3	4	5
84	. . learned a variety of activities that help provide my students with opportunities to use number and word problem solution techniques.	1	2	3	4	5
85	. . learned how to create new activities that incorporate number and word problems into my lessons.	1	2	3	4	5
86	. . acquired the skills to work with my students to improve their number and word problem skills.	1	2	3	4	5
87	. . acquired the skills to assess a student's number and word problem skills in my classroom.	1	2	3	4	5
88	. . acquired the skills to remediate number and word problem difficulties using individualized instruction.	1	2	3	4	5

OVERALL
What is your current confidence level in your ability to teach various Mathematics components to the variety of children who attend PreKindergarten classes?

		Not Very Confident	– – – – –	– – – – –	– – – – –	Very Confident
89	How confident are you in teaching Counting?	1	2	3	4	5
90	How confident are you in teaching Geometry?	1	2	3	4	5
91	How confident are you in teaching Measurement?	1	2	3	4	5
92	How confident are you in teaching Patterns and Classification?	1	2	3	4	5
93	How confident are you in teaching Number and Word Problems?	1	2	3	4	5

Social Skills						
Item #	Item Content As a result of this training I have . . .	Limited Impact	- - - - -	- - - - -	- - - - -	Major Impact
94	. . increased my knowledge about the importance of classroom organization for my students.	1	2	3	4	5
95	. . increased my knowledge about the importance of incorporating transition activities for my students.	1	2	3	4	5
96	. . increased my knowledge about the importance of providing my students with roles and responsibilities within the classroom.	1	2	3	4	5
97	. . increased my knowledge about age-appropriate social skills for my students.	1	2	3	4	5
98	. . acquired the skills to improve my classroom organization.	**1**	**2**	**3**	**4**	**5**
99	. . acquired the skills to improve transitions for my students.	**1**	**2**	**3**	**4**	**5**
100	. . learned a variety of roles and responsibilities that my students can have in my classroom.	1	2	3	4	5
101	. . acquired the skills to assess my classroom's organization.	**1**	**2**	**3**	**4**	**5**
102	. . acquired the skills to assess the social skills of students in my classroom.	1	2	3	4	5
103	. . acquired the skills to remediate organizational problems in my classroom.	1	2	3	4	5
104	. . acquired the skills to remediate the social skills difficulties of students in my classroom.	1	2	3	4	5

OVERALL

What is your current confidence level in your ability to teach various Social Skills components to the variety of children who attend PreKindergarten classes?

		Not Very Confident	- - - - -	- - - - -	- - - - -	Very Confident
105	How confident are you in Classroom Organization?	1	2	3	4	5
106	How confident are you in teaching Transitions?	1	2	3	4	5
107	How confident are you in teaching Roles and Responsibilities?	1	2	3	4	5
108	How confident are you in teaching age-appropriate Social Skills?	1	2	3	4	5

Appendix D-

Thematic PowerPoint

Assessing Thematic Learning

Did they "get it"?

- We want to know the extent to which the child can integrate the information.
- Can the child tell you this?
- Begin theme with a class web that tells what children know about a topic.
- Continue web throughout the unit.

Activity: Thematic Centers

- **Take your next web, put "*changes*" in the center.**
- **What center activities can your group devise that relate to this central topic?**
- **Will the activities be assessed through observation or will they be product based?**

Activity

- Title of Theme is "*Change.*"
- We want to look at how animals change.
- As a class we are going to make a web about animals and what we know about how they change.
- Use picture cards and books as prompts.

<u>Example:</u>

- **I want to know if students recognize that some animals have different coverings;**
- **Using the <u>All About Animals Photo Library</u> have children sort animals *fur/no fur; or,***
- **Using the <u>All About Animals Photo Library</u> have children sort animals *feathers/fur.***

What do themes look like?

Go beyond the more singular themes of bears, apples, pumpkins, to the larger picture such as growth, development, change, etc.   By expanding your theme, it allows you to use <u>all</u> the subject areas in your instruction.

Research – More Connections

- We know that thematic teaching helps our students make the most connections.
- As we integrate the curriculum, the learning takes place on many more levels (more hooks).
- They have more ways to "get" and connect the information.

More Schema = More Learning Opportunity

What is thematic teaching?

Thematic teaching in an overarching umbrella that enables you to address all the areas (subjects) of learning so that the students can make the most connections that are possible.

(Think about hooks in the brain.)

Activity:

- As a group, use the books and photo cards in your bucket and complete the lesson planning web with "*changes*" as your starting point.
- Complete the section assigned to your group. Can you think of three different activities that incorporate "changes" for your area?
- On the assessment grid, indicate one means of assessment for each area of instruction.
  - **What do you want to know?**
  - **Who do you want to assess?**
  - **When/where will this happen?**
  - **Can any overlap be made between areas of study?**

Questions????

How can we plan in such a way
that our curriculum is connected
and integrated?
****

How can we pull assessment from
different areas when using
themes?

Modifications

- Reduce number of learning topics;
- Focus on objects and real photographs;
- Consistent repetition;
- If centers and curriculum is matched to student skill level, less modification is usually needed.
- Use the prior assessment to plan accordingly for each students.
- Ensure a variety of levels in your activities and centers.

Why did we do this?

- To know where to begin instruction.
- To know were the child is functioning.
- To determine who may need additional help.
- To collect information for communicating with parents, etc.

What do we teach?

- Broad based theme.
- What they don't know about this theme.
- PK objectives.
- Specific skills and concepts.

Who do I teach and assess?

- Whole group through literature.
- Large and small groups with numeracy, science, social studies.
- Individual students who need greater differentiation.

When do I assess?

- Before I start!
- As we go through the concepts
- In large and small groups
- During center times

Where/ how is assessment happening?

- In the learning groups
- In the center environments
- In the same way the concepts were taught
- Addressing specific objectives – don't try to assess too much

Appendix E-

Thematic Lesson Plan

Assessing Thematic Learning

What is thematic teaching? An overarching umbrella that enables you to address all the areas (subjects) of learning so that the students can make the most connections that are possible. (Think about hooks in the brain.)

What do themes look like? Expanding your theme allows you to use <u>all</u> the subject areas in your instruction.
- We know that thematic teaching helps our students make the most connections.
- As we integrate the curriculum, the learning takes place on many more levels (more hooks).
- They have more ways to "get" and connect the information.

How do we know they "got" it?
- We want to know the extent to which the child can integrate the information we have been working with.
- Can the child tell you this?
- Begin the theme with a class web that tells what children know about a topic.
- Continue web throughout unit.

Activity:
Title of theme is "*Change*."
- **We want to look at how animals change.**
- **As a class we are going to make a web about animals and what we know about how they change.**
- **Use picture cards and books as prompts.**

Why did we do this?
- To know where to begin instruction
- To know where the child is
- To determine who may need additional help
- To collect information for communicating with parents, etc.

What do we teach?
- Broad based theme
- What they don't know
- PK objectives
- Skills and concepts

Who do I teach and assess?
- Whole group through literature;
- Large and small groups with numeracy, science, social studies; and,
- Individual students who need greater differentiation.

When do I assess?
- Before I start;
- As we go through the concepts;
- In large and small groups; and,
- During center times.

Where/ how is assessment happening?
- In the learning groups;
- In the center environments;
- In the same way the concepts were taught; and,
- Addressing specific objectives – don't try to assess too much.

PreK Guidelines: All

- Literacy
- Mathematics
- Science
- Social Studies
- Fine Arts
- Health and
- Personal Development and Social Development
- Physical Movement
- Technology Applications

Research:

- Thematic teaching helps our students make the most connections.
- As curriculum is integrated, the learning takes place on many more levels.
- Students have more ways to "get" and connect the information.

Materials:
- All About Animals Photo Library
- Books and CDs from Scholastic
- 3-way table top easel
- Tabletop pocket chart
.
Activity:
- **As a group, use the books in your bucket and complete the lesson planning web with "*change*" as your starting point.**
- **(Keep in mind what you knew from the first web.)**
- **Complete the section assigned to your group. Can you think of three different activities that incorporate "*change*" for your area?**

- **On the assessment grid, indicate one means of assessment for each area of instruction.**
  - o **What do you want to know?**
  - o **Who do you want to assess?**
  - o **When/where will this happen?**
  - o **Can any overlap be made between areas of study?**

Questions:
- How can we plan in such a way that our curriculum is connected and integrated?
- How can we pull assessment from different content areas when using themes?

Connection to Grids:
PK Objectives/IEP:
Curriculum:
Instruction:
Assessment:

Activity:
Another opportunity we have for assessing young children is by observing their independent work. Centers provide us with a perfect authentic working environment.

- **Take your next web, put "*changes*" in the center.**
- **What center activities can your group devise that relate to this central topic?**
- **Will the activities be assessed through observation or will they be product based?**

Example:
Assessing in a center: Product assessment

- **I want to know if students recognize that some animals have different coverings;**
- **Using the <u>All About Animals Photo Library</u> have children sort animals *fur/no fur; or,***
- **Using the <u>All About Animals Photo Library</u> have children sort animals *feathers/fur.***

Modifications:
- Reduce number of learning topics;
- Focus on objects and real photographs;
- Consistent repetition;
- If centers and curriculum is matched to student skill level, less modification is usually needed.

- Use the prior assessment to plan accordingly for each student's needs.
- Ensure a variety of levels in your activities and centers so students may work in their proximal zone.

Support Materials:
- Integrated planning sheets (handout)
- Center planning sheets (handout)
- Center sheet (handout)
- *Building A foundation for Preschool Literacy: Effective Instruction for Children's Reading and Writing Development*   pages 63-64
- *Project Spectrum: Preschool Assessment Handbook*   pages 39-52

If you teach using these activities, you will be addressing at the PreK level the following objectives for third grade. This should help prepare students for these objectives on the TAKS test.
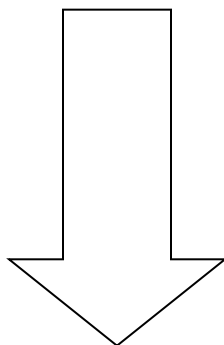
<u>TAKS 3rd Grade Objectives:</u>

(b) Knowledge and skills – Language Arts and Reading

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

(5) Reading/word identification. The student uses a variety of word identification strategies.

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.

(8) Reading/vocabulary development. The student develops an extensive vocabulary.

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

(10) Reading/literary response. The student responds to various texts.

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

(b) knowledge and skills - Mathematics

(1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

(2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.

(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.

(4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.

(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.

(7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.

(8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to name, describe, and compare shapes and solids using formal geometric vocabulary.

(9) Geometry and spatial reasoning. The student recognizes congruence and symmetry.

(10) Geometry and spatial reasoning. The student recognizes that numbers can be represented by points on a line. The student is expected to locate and name points on a line using whole numbers and fractions such as halves.

(11) Measurement. The student selects and uses appropriate units and procedures to measure length and area.

(12) Measurement. The student measures time and temperature.

(13) Measurement. The student applies measurement concepts. The student is expected to measure to solve problems involving length, area, temperature, and time.

(14) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. (15) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(16) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.

(17) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

(b) Knowledge and skills - Science

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry.

(5) Science concepts. The student knows that systems exist in the world.

(6) Science concepts. The student knows that forces cause change.

(7) Science concepts. The student knows that matter has physical properties.

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.

(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment.

(10) Science concepts. The student knows that many likenesses between offspring and parents are inherited from the parents. (11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky.

(b) Knowledge and skills – Social Studies:

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.

(2) History. The student understands common characteristics of communities, past and present.

(3) History. The student understands the concepts of time and chronology.

(4) Geography. The student understands how humans adapt to variations in the physical environment.

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.

(6) Economics. The student understands the purposes of spending and saving money.

(7) Economics. The student understands the concept of an economic system.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system.

(9) Government. The student understands the basic structure and functions of local government.

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society.

(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations.

(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation.

(14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities.

(15) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.

(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

(c) Knowledge and skills - Languages Other Than English, Elementary

(1) Communication. The student communicates in a language other than English the skills of listening, speaking, reading, and writing.
(2) Cultures. The student gains knowledge and understanding of other cultures.
(3) Connections. The student uses the language to make connections with other subject areas and to acquire information
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
(5) Communities. The student participates in communities at home and around the world by using languages other than English.

(b) Knowledge and skills - Art

(1) Perception. The student develops and organizes ideas from the environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

(b) Knowledge and skills - Music

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

(2) Creative expression/performance. The student performs a varied repertoire of music.

(3) Creative expression/performance. The student reads and writes music notation.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(6) Response/evaluation. The student responds to and evaluates music and musical performance.

(b) Knowledge and skills - Theatre

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

Not listed: Health, Physical Education, Technology

```
        Science            Math


Fine Arts        (      )        Social Studies


        Language         Literature
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        (    )      (    )

(    )      (    )      (    )

        (    )      (    )
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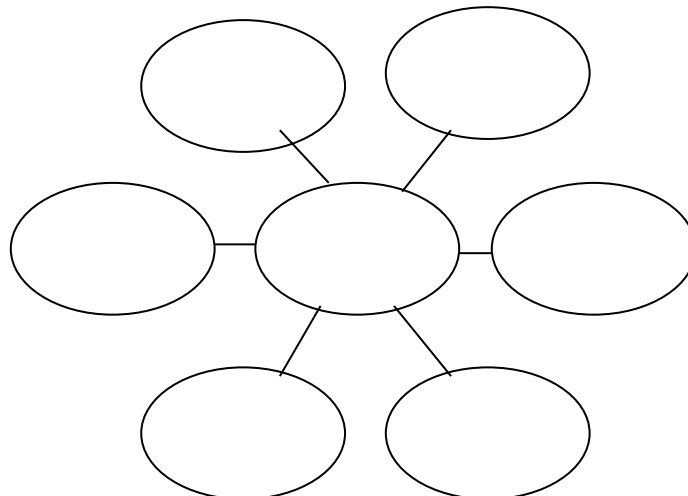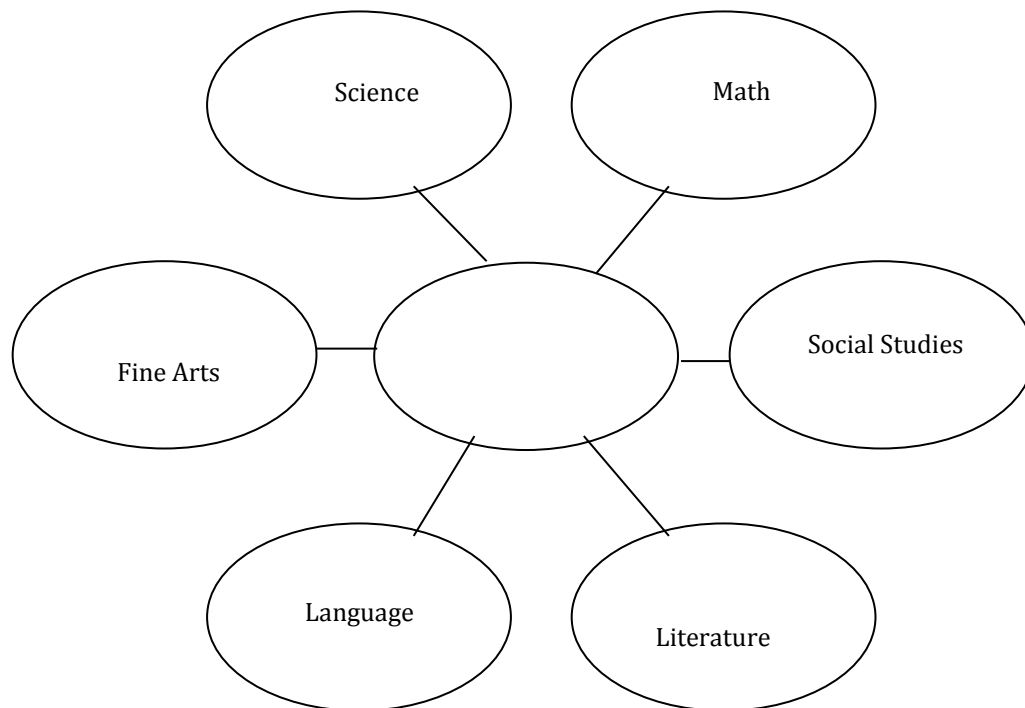
Student Name_____   Date_____
Theme_____

Area of Study	PK objective	Objective Achieved Yes/No	Notes
Literacy	TSW show a steady increase in listening and speaking vocabulary		

Appendix F-

Environmental Print PowerPoint

Assessing with Environmental Print

Research

- Reading is, first and foremost, a meaning making process. (pg. 2)
- By age two, children read meaningful signs and symbols in their environment (Anderson & Markle, 1985).
- Reading ends with text, but it starts with 3-D objects, then color graphics with text, then black and white graphics with text; finally, text (Christie, Enz, Gerard, Han, & Prior, 2003).

What is Environmental Print

- Environmental print consists of signs and symbols in the environment that children "*read*".

- They use these signs and symbols to get information.

Start Listing…

- **Make a list for assessment that matches YOUR kids** –
  - In a group, formulate a working list of ten environmental print items that could be used in the *Environmental Print Reading Test.*
  - *Consider:*
    - *Students' home environment*
    - *The surrounding community*
    - *The school environment*

Environmental Print Reading Test

Discuss the four levels of the
test and demonstrate what
each level would look like.

View video

How are children using
the environmental print?

Put the levels to use!

Pick a center activity (block or books)
and develop center signs that
respond to the four levels of
environmental print.

(You will make 4 center cards.)

Put the levels to use!

Print Needs Meaning

- Children talk first because they need that skill to function.
- Reading only comes when they can use it to function – they get something out of it.
- Print is more abstract, so it needs to be meaningful for them before they understand it.

Why do we need to assess environmental print?

- Plan according to the child's needs
- Determine if a child is making progress
- Identify children who may need additional help
- Communicate best with parents on their child's progress

Four Levels of Environmental Print

1. Three- dimensional
2. Color text with graphics
3. Black and white text with graphics
4. Text only

Assess What You Teach

- If you are teaching with three dimensional objects, you will test with 3 dimensional objects.
- If you are using color picture cards, you will assess with color picture cards.
- This will vary depending on the class and the individual abilities of the students.
- You will use two levels if you are trying to decide about a change in a student's level.

When?

- Various times throughout the year
- As you see growth in your students' abilities
- In relation to your own classroom (Is it relevant to the students?)

Level One

- Three Dimensional Object

Level two

- Color picture/symbol with text

Level Three

- Black and White with picture/symbols and text

Level Four

- Text only

Appendix G-

Environmental Print Lesson Plan

Environmental Print Lesson Plan

Assessing with Environmental Print

What is it?   Environmental print consists of signs and symbols in the environment that children "*read*". They use these signs and symbols to get information – *to read the environment.*.

Children talk first because they need that skill to function.
♦ Reading only comes when they can use it to function – they get something out of it.
♦ Print is more abstract, so it needs to be meaningful for them before they understand it.

Assessing it?   How do you figure out if children are making meaning or understanding environmental print?

View Video: How are children using environmental print?

Why do we need to assess environmental print?
♦ So we can plan according to the child's needs,
♦ To determine if a child is making progress,
♦ To identify children who may need additional help,
♦ So we can communicate best with parents on their child's progress.

There are some assessments that we can use for this purpose. Many assessments are out there, some are better than others. We will be working with one that addresses 4 levels of environmental print:
1. Three- dimensional (3D),
2. Color text with graphics (2D color with graphics),
3. Black and white text with graphics (2D black and white with graphics), and,
4. Text only.

What you are teaching will determine the level you use for assessment:
♦ If you are teaching with three dimensional objects, you will test with 3 dimensional objects.
♦ If you are using color picture cards, you will assess with color picture cards.
♦ This will vary depending on the class and the individual abilities of the students.
♦ You will use two levels (e.g., 3D and 2D color) if you are trying to evaluate whether or not to transition students to the next level.

Assessment can be done at various times throughout the year and as you see growth in your students' abilities. Environmental assessment can also be done in relation to your own classroom:

♦ Is it filled with environmental print that holds personal meaning for your students?
♦ Have you let them tell you which signs/symbols they feel are important?
♦ Is the school environment represented so they learn how to function and get around?

PreK Guidelines:

Literacy (2) Speech Production and Speech Discrimination

The child:

- perceives differences between similar sounding words (e.g., "coat" and "goat," "three" and "free," [Spanish] "juego" and "fuego")
- produces speech sounds with increasing ease and accuracy
- experiments with new language sounds
- experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).

Literacy (3) Vocabulary

The child:

- shows a steady increase in listening and speaking vocabulary
- uses new vocabulary in everyday communication
- refines and extends understanding of known words
- attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning
- links new learning experiences and vocabulary to what is already known about a topic
- increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).

Literacy (4) Verbal Expression

The child:

- uses language for a variety of purposes (e.g., expressing needs and interests)
- uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech

- uses language to express common routines and familiar scripts
- tells a simple personal narrative, focusing on favorite or most memorable parts
- asks questions and makes comments related to the current topic of discussion
- begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)
- begins to retell the sequence of a story
- engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)
- uses single words and simple phrases to communicate meaning in social situations (ESL)
- attempts to use new vocabulary and grammar in speech (ESL).

Literacy (5) Phonological Awareness

The child:

- becomes increasingly sensitive to the sounds of spoken words
- begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
- begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., "dog," "dark," and "dusty," [Spanish] "casa," "coche," and "cuna")
- begins to break words into syllables or claps along with each syllable in a phrase
- begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza).

Literacy (6) Print and Book Awareness

The child:

- understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- understands that print carries a message by recognizing labels, signs, and other print forms in the environment
- understands that letters are different from numbers
- understands that illustrations carry meaning but cannot be read
- understands that a book has a title and an author
- begins to understand that print runs from left to right and top to bottom
- begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)
- begins to recognize the association between spoken and written words by following the print as it is read aloud
- understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).

Literacy (7) Letter Knowledge and Early Word Recognition

The child:

- begins to associate the names of letters with their shapes
- identifies 10 or more printed alphabet letters
- begins to notice beginning letters in familiar words
- begins to make some letter/sound matches
- begins to identify some high-frequency words (age 4).

Literacy (8) Motivation to Read

The child:

- demonstrates an interest in books and reading through body language and facial expressions
- enjoys listening to and discussing storybooks and information books read aloud
- frequently requests the re-reading of books
- attempts to read and write independently
- shares books and engages in pretend-reading with other children
- enjoys visiting the library.

Literacy (9) Developing Knowledge of Literary Forms

The child:

- recognizes favorite books by their cover
- selects books to read based on personal criteria
- understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways
- becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
- begins to predict what will happen next in a story
- imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time…")]
- asks questions and makes comments about the information and events from books
- connects information and events in books to real-life experiences
- begins to retell some sequences of events in stories
- shows appreciation of repetitive language patterns.

Literacy (10) Written Expression

The child:

- attempts to write messages as part of playful activity

- uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] " Te quiero")
- attempts to connect the sounds in a word with its letter forms
- understands that writing is used to communicate ideas and information
- attempts to use a variety of forms of writing (e.g., lists, messages, stories)
- begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "story writing").

Math (5) Classification and Data Collection

The child:

- matches objects that are alike
- describes similarities and differences between objects
- sorts objects into groups by an attribute and begins to explain how the grouping was done
- participates in creating and using real and pictorial graphs.

Research:
- Reading is, first and foremost, a meaning making process.
- By age two, most children read meaningful signs and symbols in their environment (Anderson & Markle, 1985).
- Reading ends with text, but it starts with 3-D objects, then color graphics with text, then black and white graphics with text; finally, text (Christie, Enz, Gerard, Han, & Prior, 2003).

Materials:
- 3-way table top easel
- Tabletop pocket chart
- Examples of environmental print

Activity
- **Make a list for assessment that matches YOUR kids**
- **What 10 items would work best for your students?**
- **In a group, formulate a working list of ten environmental print items that could be used in the *Environmental Print Reading Test. (see handout)***
  - **One way to verify this list is by using the <u>Things I like</u> page in the book (pg. 36)**
  - **Identify a 3-D object for each of the 10 items listed in first activity. (Mc Donald's = French Fry box)**

Levels of the _Environmental Print Reading Test_

Level One – Three Dimensional

Level Two – Two dimensional with color logo

Level Three – Two dimensional with black and white logo

Level Four – Text only

Activity:

♦ **Sort examples of assessment materials into levels 1, 2, 3, or 4 for each bag. (Bags contain examples of each of the 4 levels of environmental print.)**

Questions:
♦ Why do we prepare Environmental Print at four different levels in our classrooms?
♦ Where will the students be "reading"?

Connection to Grids:
PK objective:
Source of info:
Method of assess:
Context:
When:
How often:

Activity:
Revisit the 'Things I Like' page to demonstrate the facilitation of:
Categorizing by letter,

Sorting logos by topic,

Concentration,

Two piece puzzle,

Go fish,

Matching,

Drawing the item,

First letter writing

Activity
- **Using the 4 levels we discussed, how can you transfer that to your classroom?**
  - **Pick 3 centers and identify how you would label them in your classroom in order to address the 4 levels of environmental print.**

Modifications:
- Instruction should be based on child ability, remain at 3-D levels until students in able to progress to a 2-D level;
- Consistent repetition;
- Restrict the number of options; and,
- Repeated use throughout the day.

Support Materials:
- Video of environmental print in the classroom
- Chart for ten items (pg 105)
- I l If you teach using these activities, you will be addressing at the
- A
- T PreK level the following objectives for third grade. This should
- Two piece puzzle Templates (pg 82-83)
- Bingo card
- Sorting cards
- Additional project pages

Prior, J. and Gerard, M. R. (2004*) Environmental Print in the Classroom: Meaningful Connections for Learning to Read*. International Reading Association: Newark, DE.
If you teach using these activities, you will be addressing at the PreK level the following objectives for third grade. This should help prepare students for these objectives on the TAKS
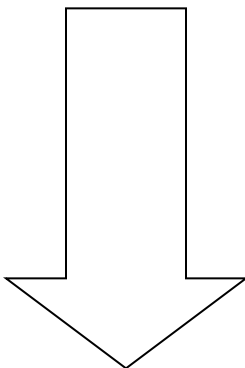
TAKS 3rd Grade Objectives:
(b) Knowledge and skills. Language Arts

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

(5) Reading/word identification. The student uses a variety of word identification strategies.

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

(8) Reading/vocabulary development. The student develops an extensive vocabulary.

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.

(16) Writing/spelling. The student spells proficiently.

(b) Knowledge and skills. Social Studies

(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(17) Social studies skills. The student communicates effectively in written, oral, and visual forms.

(b) Knowledge and skills. Art

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

Topic Cards

Foods

F

Drinks

Places to eat

Movies

Television

Toys

Things we don't

eat or drink

School

Bingo

Appendix H-

Frequency Table for Years of Experience in Prekindergarten Teaching for the

PPCD Participants of the C3 Coaching Grant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	3.8	3.9	3.9
	.50	2	2.6	2.6	6.5
	1.00	18	23.1	23.4	29.9
	2.00	9	11.5	11.7	41.6
	3.00	8	10.3	10.4	51.9
	4.00	6	7.7	7.8	59.7
	5.00	7	9.0	9.1	68.8
	6.00	3	3.8	3.9	72.7
	6.50	1	1.3	1.3	74.0
	7.00	2	2.6	2.6	76.6
	8.00	1	1.3	1.3	77.9
	10.00	3	3.8	3.9	81.8
	11.00	2	2.6	2.6	84.4
	13.00	4	5.1	5.2	89.6
	14.00	2	2.6	2.6	92.2
	15.00	2	2.6	2.6	94.8
	16.00	1	1.3	1.3	96.1
	19.00	1	1.3	1.3	97.4
	21.00	1	1.3	1.3	98.7
	22.00	1	1.3	1.3	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

Appendix I-

Frequency Tables for Phonological Awareness

. . increased my knowledge about the prekindergarten guidelines for language and literacy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	7.7	7.7	7.7
	3.00	18	23.1	23.1	30.8
	4.00	31	39.7	39.7	70.5
	5.00	23	29.5	29.5	100.0
	Total	78	100.0	100.0	

. . increased my knowledge about what phonological awareness means.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.6	2.6	2.6
	2.00	12	15.4	15.8	18.4
	3.00	20	25.6	26.3	44.7
	4.00	33	42.3	43.4	88.2
	5.00	9	11.5	11.8	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
Total		78	100.0		

. . increased my knowledge of the link between phonological awareness and learning to read.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	5.1	5.3	5.3
	2.00	4	5.1	5.3	10.5
	3.00	28	35.9	36.8	47.4
	4.00	29	37.2	38.2	85.5
	5.00	11	14.1	14.5	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
Total		78	100.0		

. . increased my skills so that I can help students to isolate speech sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	9.0	9.3	9.3
	2.00	11	14.1	14.7	24.0
	3.00	26	33.3	34.7	58.7
	4.00	19	24.4	25.3	84.0
	5.00	12	15.4	16.0	100.0
	Total	75	96.2	100.0	
Missing	System	3	3.8		
Total		78	100.0		

. . increased my skills so that I can help students to become more aware of rhymes, syllables in words, and words in sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	5.1	5.2	5.2
	3.00	17	21.8	22.1	27.3
	4.00	33	42.3	42.9	70.1
	5.00	23	29.5	29.9	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . learned a variety of activities that help students to improve their phonological awareness skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	1	1.3	1.3	2.6
	3.00	13	16.7	17.1	19.7
	4.00	33	42.3	43.4	63.2
	5.00	28	35.9	36.8	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
Total		78	100.0		

. . learned how to create new activities that help students to improve their phonological awareness skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	3	3.8	3.9	5.3
	3.00	12	15.4	15.8	21.1
	4.00	24	30.8	31.6	52.6
	5.00	36	46.2	47.4	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
Total		78	100.0		

. . acquired the skills to work with my students to improve their phonological awareness skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.6	2.6	2.6
	2.00	2	2.6	2.6	5.2
	3.00	22	28.2	28.6	33.8
	4.00	35	44.9	45.5	79.2
	5.00	16	20.5	20.8	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . acquired the skills to assess a student's phonological awareness in my class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	5.1	5.2	5.2
	2.00	8	10.3	10.4	15.6
	3.00	22	28.2	28.6	44.2
	4.00	31	39.7	40.3	84.4
	5.00	12	15.4	15.6	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . acquired the skills to remediate phonological awareness problems using individualized instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	10.3	10.4	10.4
	2.00	11	14.1	14.3	24.7
	3.00	23	29.5	29.9	54.5
	4.00	29	37.2	37.7	92.2
	5.00	6	7.7	7.8	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

Appendix J-

Frequency Tables for Alphabetic Principle

. . increased my knowledge about what the alphabetic principle means.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.6	2.6	2.6
	2.00	12	15.4	15.6	18.2
	3.00	20	25.6	26.0	44.2
	4.00	33	42.3	42.9	87.0
	5.00	10	12.8	13.0	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

. . increased my knowledge of the link between the alphabetic principle and learning to read.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	10	12.8	13.0	14.3
	3.00	23	29.5	29.9	44.2
	4.00	33	42.3	42.9	87.0
	5.00	10	12.8	13.0	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

. . increased my skills so that I can help students to understand the systematic relationship between letters/words and speech sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	10	12.8	13.2	13.2
	3.00	22	28.2	28.9	42.1
	4.00	29	37.2	38.2	80.3
	5.00	15	19.2	19.7	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
	Total	78	100.0		

. . learned a variety of activities that help students to improve their skills in linking letters/words with speech sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	7	9.0	9.2	9.2
	3.00	18	23.1	23.7	32.9
	4.00	28	35.9	36.8	69.7
	5.00	23	29.5	30.3	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
	Total	78	100.0		

. . learned how to create new activities that help students to improve their skills in linking letters/words with speech sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	7	9.0	9.3	9.3
	3.00	16	20.5	21.3	30.7
	4.00	29	37.2	38.7	69.3
	5.00	23	29.5	30.7	100.0
	Total	75	96.2	100.0	
Missing	System	3	3.8		
	Total	78	100.0		

. . acquired the skills to work with my students to improve their skills in linking letters/words with speech sounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	7	9.0	9.1	9.1
	3.00	23	29.5	29.9	39.0
	4.00	34	43.6	44.2	83.1
	5.00	13	16.7	16.9	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

. . acquired the skills to assess a student's letter/word sound correspondence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	10	12.8	13.0	14.3
	3.00	30	38.5	39.0	53.2
	4.00	28	35.9	36.4	89.6
	5.00	8	10.3	10.4	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

. . acquired the skills to remediate letter/word sound correspondence problems using individualized instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	5.1	5.2	5.2
	2.00	14	17.9	18.2	23.4
	3.00	24	30.8	31.2	54.5
	4.00	26	33.3	33.8	88.3
	5.00	9	11.5	11.7	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
	Total	78	100.0		

Appendix K-

Frequency Tables for Print and Book Awareness

. . increased my knowledge about what print/book awareness means.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	5	6.4	6.5	7.8
	3.00	18	23.1	23.4	31.2
	4.00	34	43.6	44.2	75.3
	5.00	19	24.4	24.7	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . increased my knowledge of the importance of providing print rich environments for my students to promote learning to read.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	4	5.1	5.1	6.4
	3.00	15	19.2	19.2	25.6
	4.00	26	33.3	33.3	59.0
	5.00	32	41.0	41.0	100.0
	Total	78	100.0	100.0	

. . increased my skills so that I can demonstrate print awareness concepts to my students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.6	2.6	2.6
	3.00	11	14.1	14.3	16.9
	4.00	34	43.6	44.2	61.0
	5.00	30	38.5	39.0	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . learned a variety of activities that help my students to find and use meaningful print in their environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.6	2.6	2.6
	3.00	9	11.5	11.5	14.1
	4.00	24	30.8	30.8	44.9
	5.00	43	55.1	55.1	100.0
	Total	78	100.0	100.0	

. . learned how to create new activities that incorporate meaningful print into my classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.6	2.6	2.6
	3.00	7	9.0	9.1	11.7
	4.00	28	35.9	36.4	48.1
	5.00	40	51.3	51.9	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

. . acquired the skills to work with my students to improve their skills in learning from meaningful print in their environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.6	2.6	2.6
	3.00	7	9.0	9.0	11.5
	4.00	38	48.7	48.7	60.3
	5.00	31	39.7	39.7	100.0
	Total	78	100.0	100.0	

. . acquired the skills to assess my classroom's level of meaningful print for the students I teach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	4	5.1	5.1	6.4
	3.00	20	25.6	25.6	32.1
	4.00	37	47.4	47.4	79.5
	5.00	16	20.5	20.5	100.0
	Total	78	100.0	100.0	

. . acquired the skills to identify appropriate meaningful print materials to add to my room to help individualize instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.3	1.3	1.3
	2.00	2	2.6	2.6	3.8
	3.00	14	17.9	17.9	21.8
	4.00	32	41.0	41.0	62.8
	5.00	29	37.2	37.2	100.0
	Total	78	100.0	100.0	

Appendix L-

More Elaborated Results from Rubric Analyses for Thematic Learning Tools

Factors Evaluated in Professional Development-Thematic PowerPoint	Score
1. Professional development is overtime and not presented in a single-shot format.	4- Part of the C3 Coaching Summer Academy.
2. Content of professional development is aligned with national and state guidelines.	4- Content is aligned to early literacy Texas Pre K objectives.
3. The professional development includes hands-on learning in an interactive environment.	4- The entire PD involves the participants doing hands-on activities.
4. The professional development program provides materials and resources to the teachers.	3- PD provides books and other literacy tools.
5. Teachers are treated like professionals at the professional development.	3- The PD allows teachers to participate and allows them to answer questions and help one another learn.
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4- The activities and skills taught are shown to participants of how to teach them, use them, and they practice using them in a "classroom type" environment.
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	3- This particular training does not specifically state details on this area, but if all teachers in a program were to come to training they could easily work on thematic learning as a group.
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	3- This professional development does not list activities to explicitly address the skills, but it does provide overarching activities that do so.
Total Score	28/32

Factors Evaluated in Professional Development- Thematic Lesson Plan	Score
1. Professional development is overtime and not presented in a single-shot format.	4- Part of the C3 Coaching Summer Academy
2. Content of professional development is aligned with national and state guidelines.	4- Pre-kindergarten guidelines are specifically taught to, as well as links were shown to prepare students early for the TAKS test they will be taking later on in school.
3. The professional development includes hands-on learning in an interactive environment.	4- Hands on learning is included in the rubric analysis.
4. The professional development program provides materials and resources to the teachers.	4- The professional development provides worksheets/diagrams to use with students.
5. Teachers are treated like professionals at the professional development.	4- The lesson seems to empower the teacher and allow them to be an interactive part of the professional development.
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4- The skills/activities being taught are feasible to be used in a pre-kindergarten classroom.
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	4- This is coherent to quality emergent literacy instruction, as well as the PowerPoint reviewed from the C3 Coaching Model on this topic.
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4- The lesson plan seems to address emergent literacy, although specific activities are not discussed for alphabetic principle, phonological awareness, and print/book awareness.
Total Score	32/32

Appendix M-

More Elaborated Results from Rubric Analyses for Environmental Print Tools

Factors Evaluated in Professional Development- Environmental Print PowerPoint	Score
1. Professional development is overtime and not presented in a single-shot format.	Not Applicable- This information was not included in the PowerPoint.
2. Content of professional development is aligned with national and state guidelines.	Not Applicable- This information was not included in the PowerPoint.
3. The professional development includes hands-on learning in an interactive environment.	3- The participants are instructed to work with another and collaborate on projects.
4. The professional development program provides materials and resources to the teachers.	3- Some materials to complete the lesson plans were included in the PowerPoint.
5. Teachers are treated like professionals at the professional development.	4- Teachers are allowed to be professionals and contribute to their own learning.
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4- The activities make logical sense to use in a prekindergarten classroom.
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	3- The PD would easily be fit into a prekindergarten literacy classroom.
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4- The lesson does target print and book awareness, which is one of the main areas of emergent literacy being targeted by these PD sessions.
Total Score	21/32

Factors Evaluated in Professional Development- Environmental Print Lesson Plan	Score
1. Professional development is overtime and not presented in a single-shot format.	4- Part of the C3 Coaching Summer Academy.
2. Content of professional development is aligned with national and state guidelines.	4- The lesson is tied to the prekindergarten guidelines.
3. The professional development includes hands-on learning in an interactive environment.	4- The participants do hands on work during the PD.
4. The professional development program provides materials and resources to the teachers.	4- Materials are provided to the teacher to complete the activities when the teaching participants return to their classroom.
5. Teachers are treated like professionals at the professional development.	4- Teachers are allowed to participate in PD and contribute their own ideas to their learning.
6. The skills being taught in the professional development are feasibly used in the classroom and are supported by the schools they are being used in.	4- The lesson is tied into common classroom practices and correlated well with objectives that should be taught in pre-k classrooms, as well as tied to 3rd grade guidelines that they will be tested on for TASK in third grade.
7. The professional development sessions of the program are coherent with one another and the teachers are building on their skills; the professional development is creating a system of change that the teachers can clearly see exists to help them and their classrooms improve.	4- The PD is well tied into the guidelines of what prekindergarten classrooms are being held to.
8. The professional development incorporates content to help the participants learn the skills, knowledge, and confidence to teach and implement quality emergent literacy lessons and content in their classrooms.	4- The professional development specifically targets these areas of improvement for the student.
Total Score	32/32

Appendix N-

Getting to Know You Survey

Getting to Know You Survey

**This survey will be given at the beginning of the professional development program in the first two weeks in order to help the peer coaches and instructional leaders get to know the participants involved in the professional development program.

Section A: Please fill in the following blanks to help us get to know some very basic information about you.

Name _____

School _____

Grade Level _____

Content Area You Teach _____

Number of Years Taught _____

Number of Years in Current Position _____

Section B: Please fill the following questions out as completely as you feel needed.

If you need more room you may continue to the back of the sheet or below the lines given for each questions.

1. In the past, what types of professional development sessions did you attend with your school or school district? (For example, what topics were covered; when did they occur; how long were they for; what were they like?)

_____

_____

_____

_____

2. What did you find to be the most effective practices or topics of the professional development provided to you in this program?

_____

_____

_____

_____

3. What did you find to be the least effective practices or topics of the professional development provided to you in this program?

_____

_____

_____

_____

4. What areas of teaching (for example: classroom management, content knowledge, classroom setup, writing goals and objectives, differentiating instruction, etc.) do you think you need the most professional development in?

_____

_____

_____

_____

5. What topics of learning or areas of content do you think you believe yourself to be most skilled in?

_____

_____

_____

_____

6. What unique challenges have you found in your special education classroom that teachers who teach the general education population may not face? Are any of these challenges areas you think you need training in?

_____

_____

_____

_____

7. What do you see as the most important skills to teach your students having to do with early literacy?

_____

_____

_____

_____

8. What do you see as the most important skills and content for your students to know and understand upon the completion of the grade and content area(s) that you are teaching them?

_____

_____

_____

_____

9. Please use the following area to include any other information that you feel is needed for us to know in order to get to know you better and provide the most effective program of professional development to you during this program.

_____

_____

_____

_____

_____

_____

_____

Appendix O-

Survey to Evaluate the Special Education (Early Literacy Instruction Targeted)

Professional Development

Survey to Evaluate the Special Education (Early Literacy Instruction Targeted)
Professional Development

**This survey will be used at the evaluation stage or the end of the professional development program to help the participants evaluate how effective the program was to them in general and specifically the early literacy sections of the program.

Name _____

Instructions: Please rate your experience with each of the components of the professional development honestly and completely.   All answers will be taken into account and used to improve further trainings and to address the concerns and issues you all have as teachers to help you with the needs you are having. Each question is answered through a Likert Scale ranging from 1 to 5; each question specifies what the 1 and 5 stand for in each scale with 1 always being the lowest or least and 5 being the most. Thank you and please contact one of us if you are unclear about the instructions.

General questions about the professional development program:

1.	Was this training aligned with the content standards and subjects that you are currently teaching in your classroom? (1 meaning "not at all aligned" to 5 being "highly aligned")	1	2	3	4	5
Comments:						

2.	Did you find the professional development training provided to include hands-on learning? (1 meaning "no hands-on learning" and 5 meaning "lots of hands-on learning")	1	2	3	4	5
Comments:						

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3.	Did you find the professional development training provided to include an interactive learning environment where the participants and leaders or coaches of the professional development had interactive conversations with one another? (1 meaning "no interactive learning" and 5 meaning "lots of interactive learning")	1	2	3	4	5
Comments:						

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4.	Were materials and resources provided for you during	1	2	3	4	5

	the professional development, such as PowerPoints, lesson plans, books, manipulatives, classroom tools, technology programs, etc.? (1 meaning "no resources provided and 5 meaning "many resources provided")					
Comments:						

5.	Do you believe the teacher participants involved in the professional development training were treated as professionals (including yourself)? (1 meaning "no, not at all" and 5 meaning "Yes, very much")	1	2	3	4	5
Comments:						

6.	Did you think the skills and tools you learned about in the professional development are practices that you could reasonably incorporate into your classroom when you get back to it? (1 meaning "no, they do not apply or are too difficult" to 5 meaning "yes, I could use them immediately")	1	2	3	4	5
Comments:						

7.	Did you find the professional development sessions provided to you during this program to be coherent to one another and build together to create a greater change? (1 meaning "no they did not connect" to 5 meaning "Yes, they connected to each other")	1	2	3	4	5
Comments:						

8.	Do you think this program of professional development will improve your practices and classroom when you return to your school? (1 meaning "not at all" to 5 meaning "yes, very much")	1	2	3	4	5
Comments:						

9.	What was the quality of the professional development	1	2	3	4	5

	instructors and coaches that were leading this program of professional development in special education? (1 meaning "very low quality" to 5 meaning "high quality")					
Comments:						

Literacy professional development questions:
(Focused on the 5 pillars of reading according to the National Reading Panel)

10.	Do you think your skills in teaching phonemic awareness were impacted positively by this program? (1 meaning "not at all" to 5 meaning "yes, very much")	1	2	3	4	5
Comments:						

11.	Do you think your skills in teaching the phonics instruction were impacted positively by this program? (1 meaning "not at all" to 5 meaning "yes, very much")	1	2	3	4	5
Comments:						

12.	Do you think your skills in teaching fluency instruction were impacted positively by this program? (1 meaning "not at all" to 5 meaning "yes, very much")	1	2	3	4	5
Comments:						

13.	Do you think your skills in teaching vocabulary instruction were impacted positively by this program? (1 meaning "not at all" to 5 meaning "yes, very much)	1	2	3	4	5
Comments:						

14.	Do you think your skills in teaching comprehension instruction were impacted positively by this program? (1 meaning "not at all" to 5 meaning "yes, very much)	1	2	3	4	5
Comments:						

Part B: Please answer in short answer form the next couple of questions to help the leaders of the professional development provide future training that is also beneficial to special education teachers.

1. What did you think was the most effective part(s) of the program?

_____

_____

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_____

2. What did you think was the least effective part(s) of the program?

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3. With the information and training you have already received, what areas do you still feel like you need further training and practice in?

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Thank you for completing this evaluation survey, as well as taking part in our program of professional development.