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Summary of Early Childhood Educator Professional Development (ECEPD) Observation Data

Ready to Learn Providence

A Program of The Providence Plan

January 2010

ECEPD – Center-Based Classrooms (slide 1 of 4)

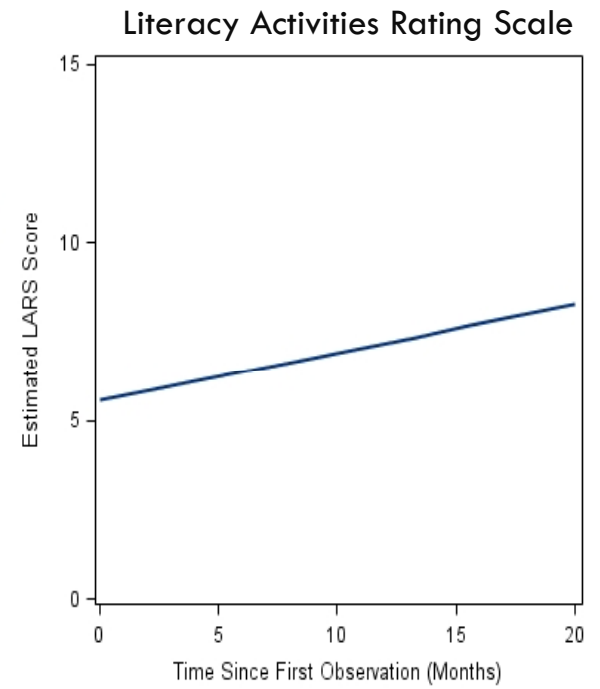
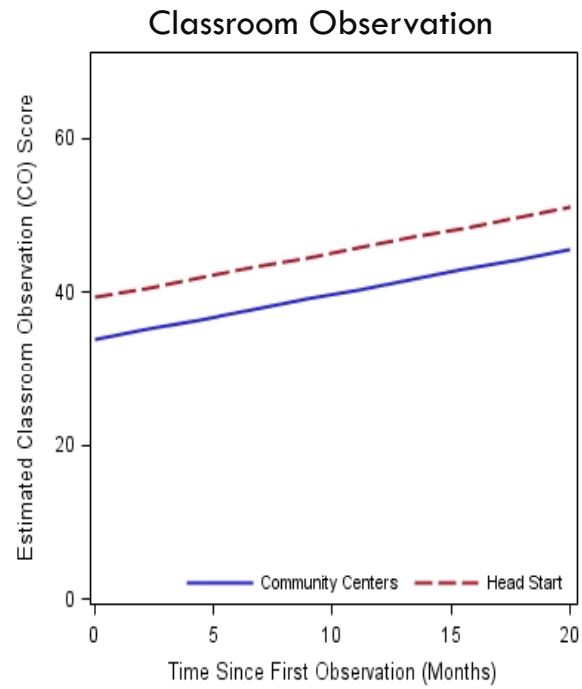
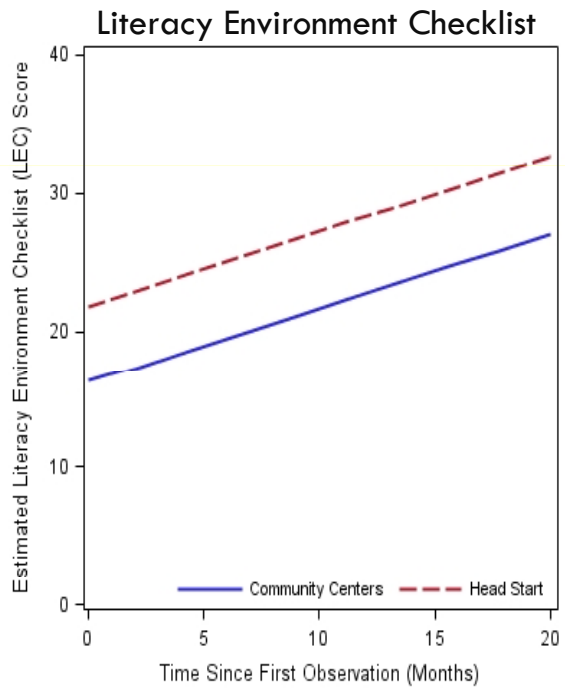
- 79 center-based classrooms and their teachers agree to participate in the fall of 2007.
 - ▣ Center-based classrooms included community center and Head Start settings.
 - ▣ 43 classrooms were randomly assigned to treatment group.
 - ▣ 36 classrooms were randomly assigned to control group.

- The language and literacy environments and practices of these classrooms were observed in the fall and spring of 2007-08 and 2008-09 using the *Early Language & Literacy Classroom Observation (ELLCO)* (Smith, Dickinson, Sangeorge, & Anastasopoulos, 2002).

ECEPD – Center-Based Classrooms (slide 2 of 4)

- After two years, 59 classrooms/teachers had been observed using the ELLCO on three or four occasions.
- Teachers with three or four ELLCO observations tended to work in Head Start, had higher levels of education and were older compared to teachers with fewer than three observations.
- We conducted a longitudinal analysis of ELLCO scores from teachers/classrooms with three or four observations.

ECEPD – Center-Based Classrooms (slide 3 of 4)



ECEPD – Center-Based Classrooms (slide 4 of 4)

- Across all three parts of the ELLCO (i.e., Literacy Environment Checklist, Classroom Observation, and Literacy Activities Rating Scale), teachers who were observed on three or four occasions demonstrated significant growth over time in their ELLCO scores.
- At the same time, across all three parts, there were no differences in initial status or rates of change between teachers in the treatment and control groups.
- Only teachers in Head Start settings had significantly higher initial LEC and CO scores than teachers in community centers. But there were no differences in growth of LEC and CO scores across teachers in Head Start and community center classrooms.

ECEPD – Home-Based Classrooms (slide 1 of 4)

- 60 home-based classrooms and their teachers agree to participate in the fall of 2007.
 - ▣ 36 classrooms were randomly assigned to treatment group.
 - ▣ 24 classrooms were randomly assigned to control group.

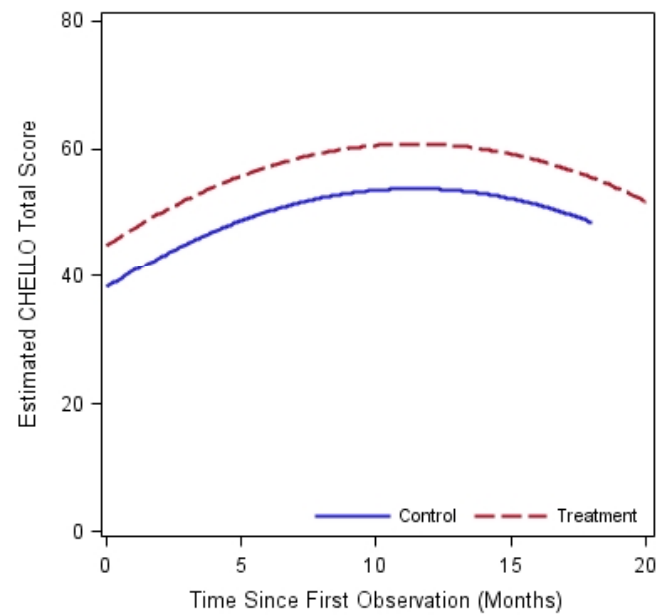
- The language and literacy environments and practices of these classrooms were observed in the fall and spring of 2007-08 and 2008-09 using the *Child/Home Early Language & Literacy Observation (CHELLO)* (Neuman, Dwyer, & Koh, 2007).

ECEPD – Home-Based Classrooms (slide 2 of 4)

- After 2 years, 40 home-based settings/providers had been observed using the CHELLO on three or four occasions.
- Twice as many providers in the treatment group were observed on at least three occasions than providers in the control group.
- Providers with three or four CHELLO observations were comparable to providers with fewer than three observations, except that the former group tended to be bilingual (English and Spanish) rather than monolingual Spanish or English.
- We conducted a longitudinal analysis of CHELLO scores from providers/classrooms with three or four observations.

ECEPD – Home-Based Classrooms (slide 3 of 4)

CHELLO Total



ECEPD – Home-Based Classrooms (slide 4 of 4)

- While providers in the treatment group started at a significantly higher point at the beginning of data collection than providers in the control group, the growth curves appeared to be the same for providers in both groups.
- CHELLO total scores appeared to increase significantly over the first 11 months after the initial observation was conducted and then decline through the end of data collection, 20 months after the initial observation.
- To the extent these results are representative of the experience of providers in the treatment group, it appears the language and literacy environments of providers in the treatment group grew in quality while they were receiving R2LP's ECEPD intervention, between the fall of 2007 and spring of 2008.
- But it appears the quality of language and literacy environments of providers in the treatment group declined when they were no longer receiving support to implement the intervention, from the fall of 2008 through the spring of 2009.

Next Steps in ECEPD Analyses

- The early literacy skills of children enrolled in participating ECEPD classrooms were assessed pre- and post- in Fall 2007, Spring 2008, Fall 2008, Spring 2009, and Fall 2009. Final assessments are scheduled for Spring 2010. Assessment tools include the *Peabody Picture Vocabulary Test – Third Edition* (PPVT-III) (Dunn & Dunn, 1997) and *Phonological Awareness Literacy Screening (PALS) PreK* (Invernizzi, Sullivan, Meier, & Swank, 2004) .
- Multi-level modeling of receptive language skills of children (PPVT-III) and teacher-level data (ELLCO) have been conducted to test differences between changes in treatment and control classrooms. Results will be finalized pending analyses following the Spring 2010 assessment period.