

Implementation of a Video-based Consultation Model with Early Childhood Educators: Lessons Learned for and from Scaling Up

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And many, many others at UVA and project sites!

Today's Presentation

- Overview of MyTeachingPartner (MTP) consultation model - first trial
 - Evidence of effectiveness
 - Implementation issues
- Moving MTP up in scale with NCRECE
 - Standardizing consultation
 - Capturing implementation data systematically
 - Descriptive results of how we did
- Next steps

Background

- Poor children continue to enter kindergarten far behind their peers, despite increased investment in HS and PK
- Mediocre quality of teacher-child interactions is one reason for these gaps in children's school readiness (e.g. Mashburn et al., 2008)
- Modest gains in teacher-child interactions may produce meaningful skill gains in children (Burchinal et al, 2009)
- Professional development interventions to improve teacher-child interactions

Traditional Teacher Professional Development

- Until recently, most PD consisted of workshops:
 - Designed to provide new information
 - “transmission-oriented”
 - One size fits all
 - Not typically connected to their actual practice

**Consultation as a
viable alternative**

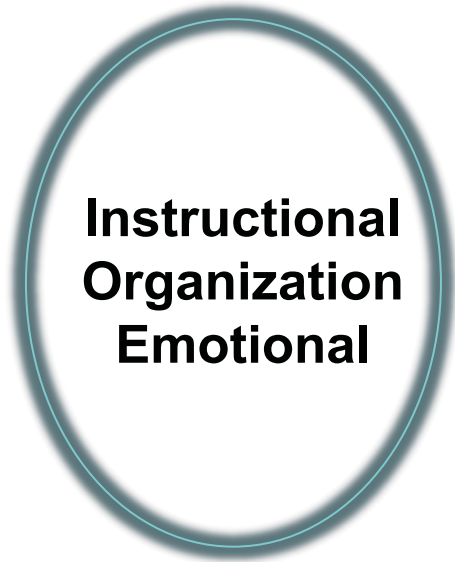


"NO YOU CAN'T ASK A QUESTION."



MTP Consultation: Initial Trial

Consultation focused
on interactions



**Associated with children's social
and academic development**

- 240 Teachers
 - 98% with BA or higher degree
 - All in Virginia state prek
 - 42 school districts
- 6 Consultants
 - All located at UVA
 - Bi-weekly meetings

Video-based Consultation



On-line Library of Video Exemplars

CLASS Video Library

Welcome to our video library of CLASS constructs. Listed below are the 11 areas of CLASS that we have chosen to focus on and explain further through video demonstrations. You'll get a chance to view teachers interacting with their students in a real-life class setting, while displaying some of the positive behaviors we associate with the various CLASS categories.

Select from the pulldown or pick one of the main categories below.

CLASS Construct List
 ** Use pulldown menu to select

Positive Climate

[Teacher Sensitivity](#)



[Positive Climate](#)



[Regard for Student Perspectives](#)



[Behavior Management](#)



[Productivity](#)



[Concept Development](#)



[Instructional Learning Formats](#)



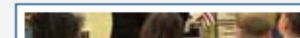
[Literacy Focus](#)



[Quality of Feedback](#)



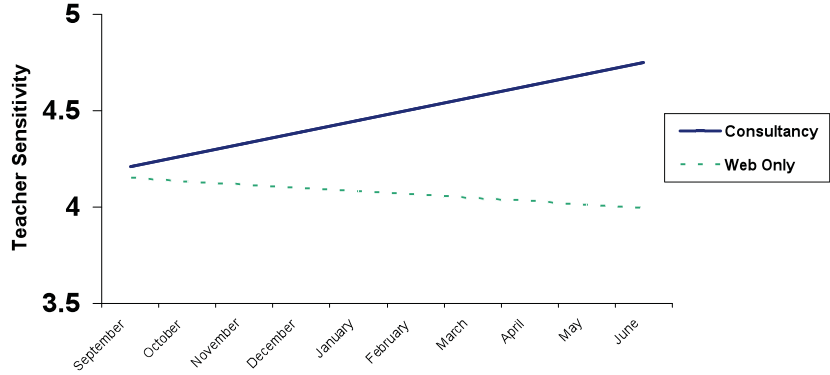
[Children's Engagement](#)



[Language Modeling](#)

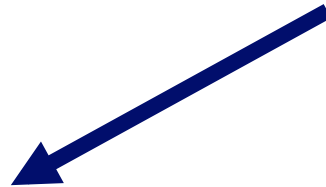


What We Learned: Positive Effects & Variability in Implementation

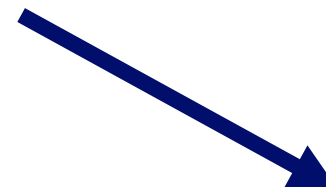
- Teachers receiving consultation improved their interactions about $\frac{1}{2}$ a point on a 7-pt. scale during one prek year
- 
- | Month | Consultancy | Web Only |
|-----------|-------------|----------|
| September | 4.2 | 4.2 |
| October | 4.3 | 4.15 |
| November | 4.4 | 4.1 |
| December | 4.45 | 4.05 |
| January | 4.5 | 4.0 |
| February | 4.55 | 4.0 |
| March | 4.6 | 4.0 |
| April | 4.65 | 4.0 |
| May | 4.7 | 4.0 |
| June | 4.75 | 4.0 |
- However, there was marked variability in:
 - Teachers' engagement in MTP
 - Website use associated with positive change
 - Consultant implementation
 - High resource investment – want to make it count

NCRECE professional development approach

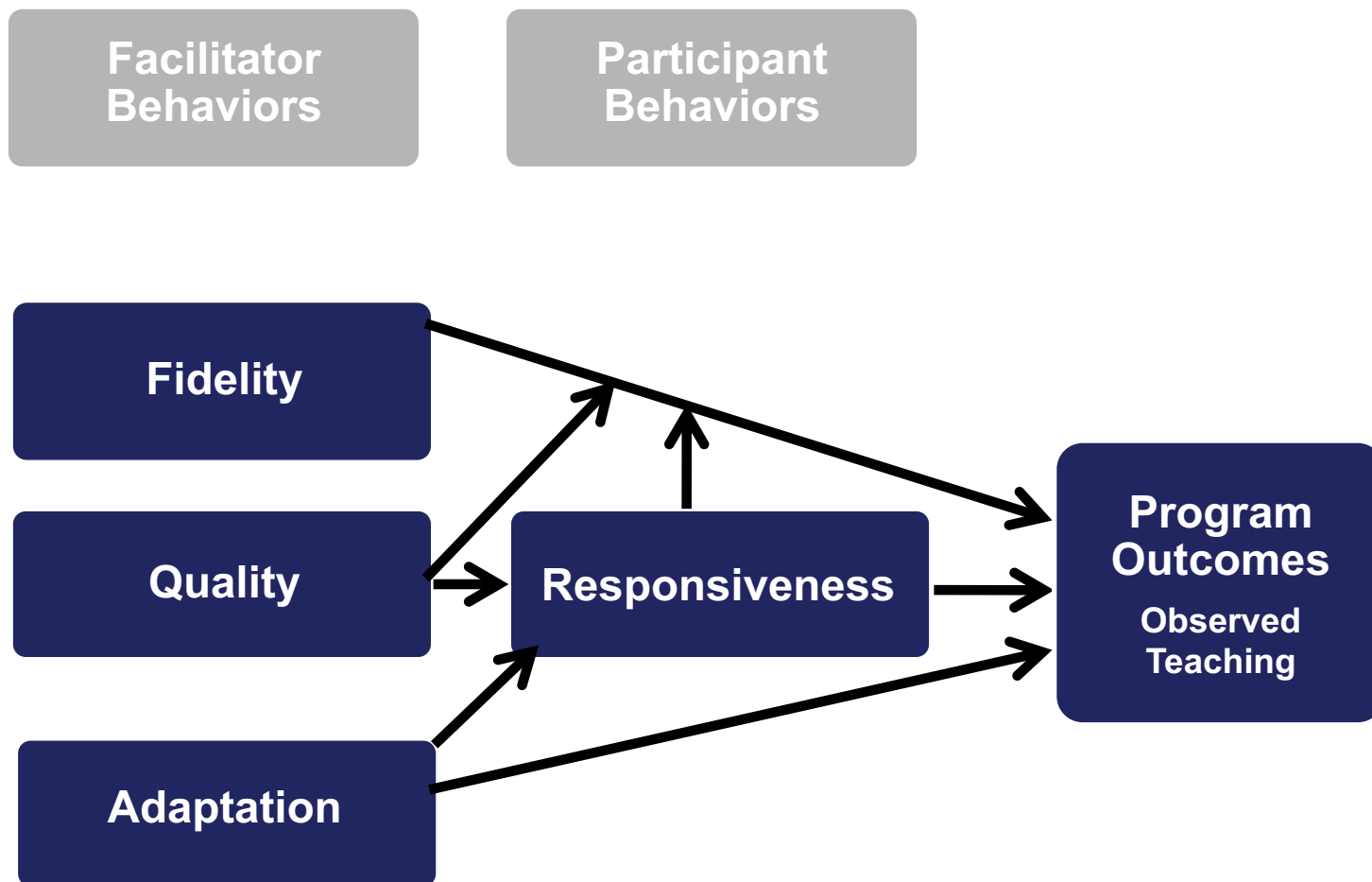
NCRECE offered two types of supports to teachers:



In-service course
on effective support
of language/literacy
development



In-service consultation
using *MyTeachingPartner*



Berkel et al., 2011

Standardized Consultation Protocol

■ Scope

- Manualized
 - Added required step of action in action plan
- Systematic approach to feedback
 - Exemplars from first trial

■ Sequence

- Moving intervention from two to one academic year
- Cycle One
 - Live visit (able to do due to consultants being in the community)
 - Serve as a test of process and technology
- Cycles Two through Five
 - Cycle Two – Emotional Support: Positive Climate
 - Cycle Three - Classroom Organization
 - Cycles Four and Five: Emotional Support
- Cycle Six through remainder of year: Instructional Support

Standardized Training and Support

- Remote consultants
- Extensive training
 - Week long with group, assignments, mid-year refresher
- Weekly individual consultant support calls
 - Weekly Cycle Review from NCRECE support person
 - Consultant summary of work
- Consultant group calls
 - Update on issues, new developments, reinforce protocol
 - Share and critique case studies

Teacher/Site Demographics

- MTP first trial
 - State funded prek in public schools
 - Nearly all teachers with a Master's degree
- NCRECE sample
 - 10 sites, two cohorts, 400 teachers, multiple auspices across the country
 - Mixed incentives and supports
 - 61% with Head Start funding, 32% in public schools
 - Teachers: 13% with Master's
 - 45% with Bachelor's degree, 42% with AA or less

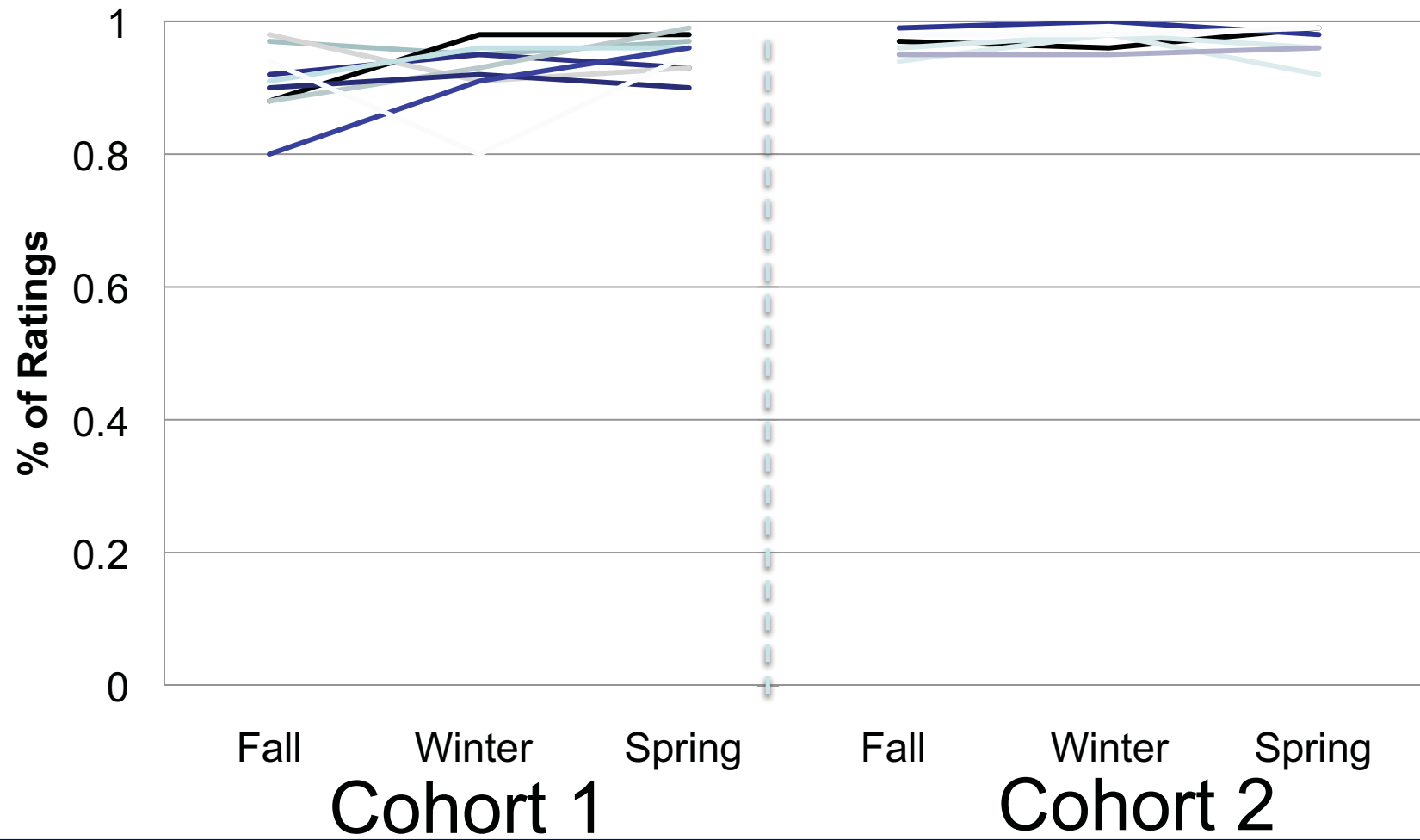
MTP Consultancy Implementation

- How well did the 15 consultants implement the consultancy?
- How well did teachers respond to the consultancy?
- What is the relationship between consultant implementation and participant responsiveness?

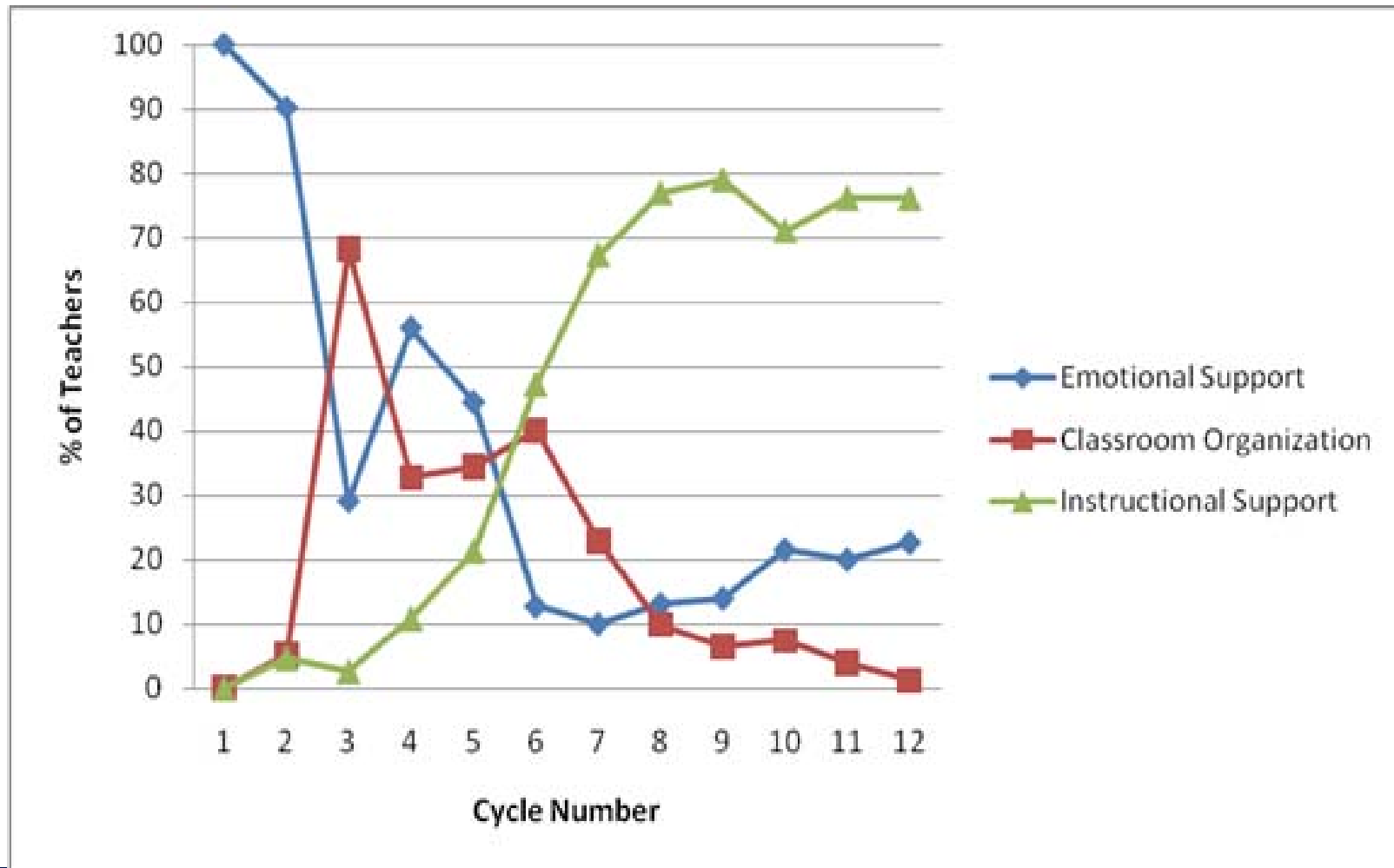
Consultant Behavior

- **Fidelity: Did the consultants do what they were asked to do?**
 - NCRECE support person report on 23 items (yes/no) throughout the year, aggregated to three time points
 - Prompts focused on interactions
 - Action plan includes something for teacher to do related to cycle
 - Consultant report of each cycles' focus
- **Quality: How well did the consultants do what they were asked to do?**
 - Teacher perception, three time points

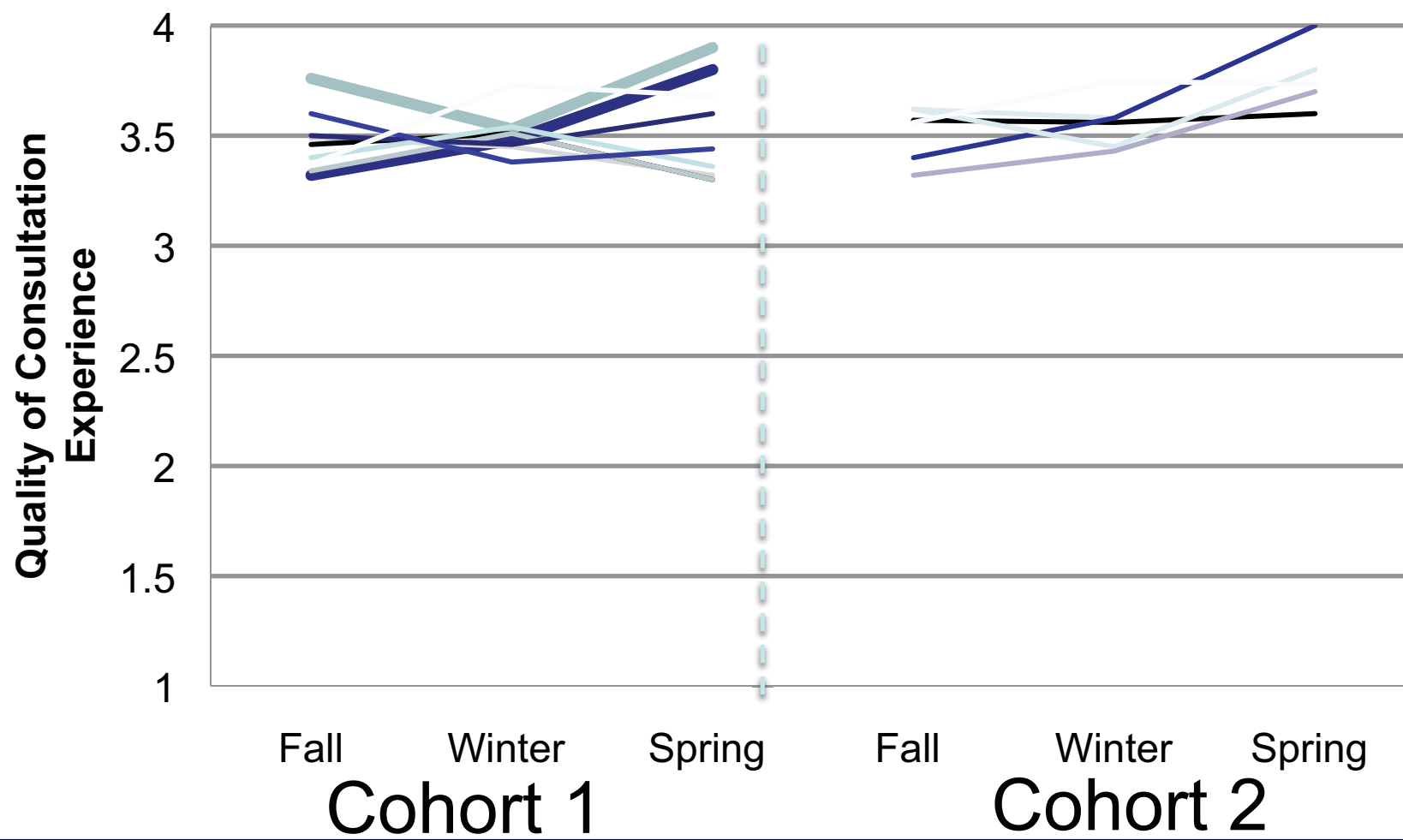
Independent Ratings of Adherence to Standardized Consultation Protocol



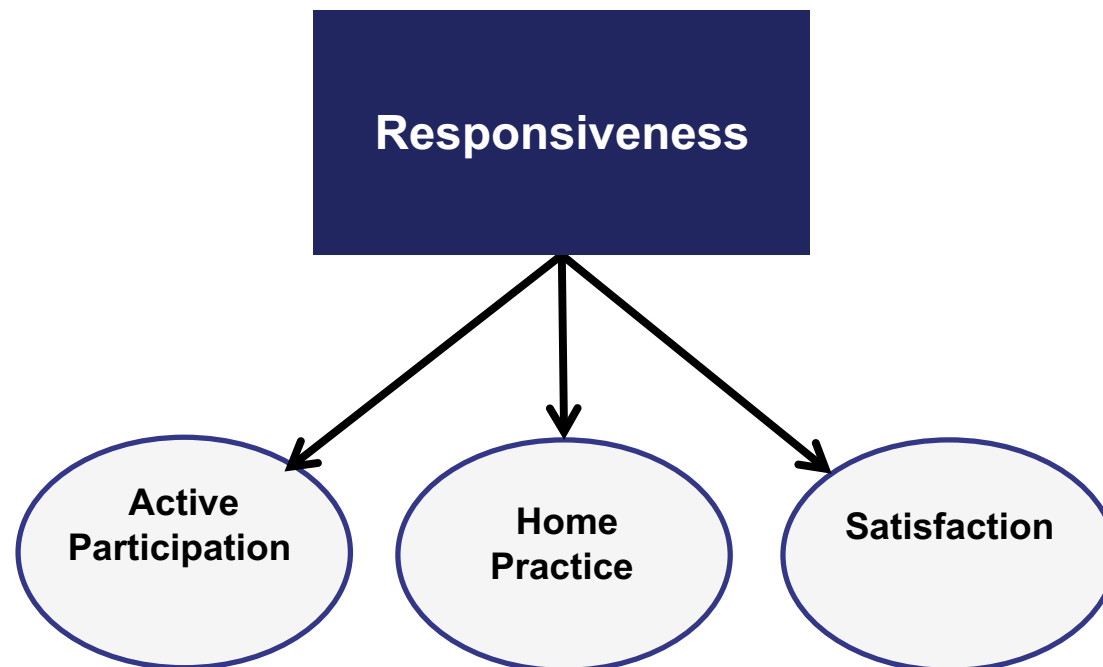
Consultant Report of the Content of Their Work with Teachers Across the Year



Teacher Perception of Consultation Quality



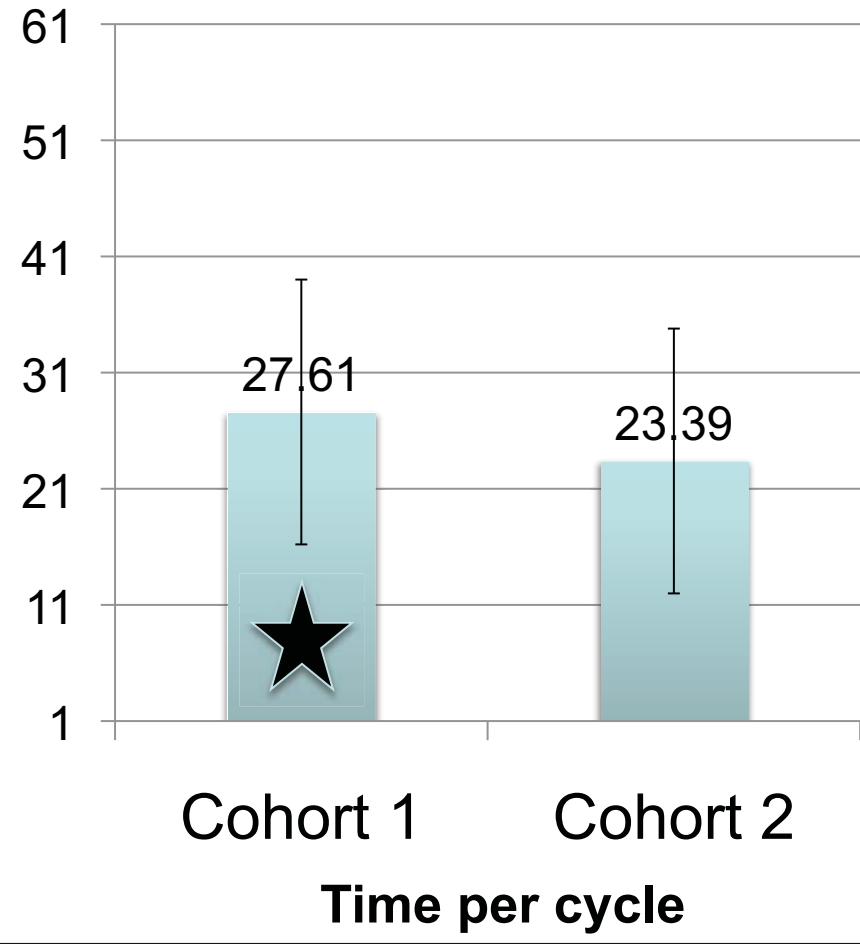
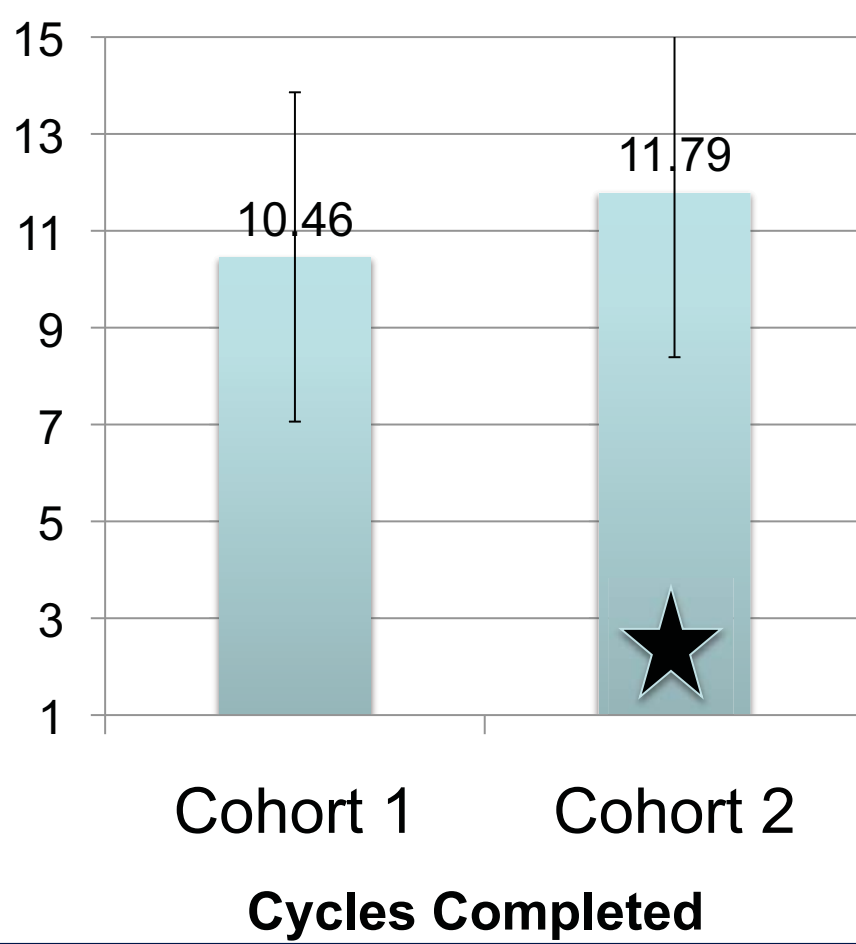
How well did teachers respond to the consultancy?



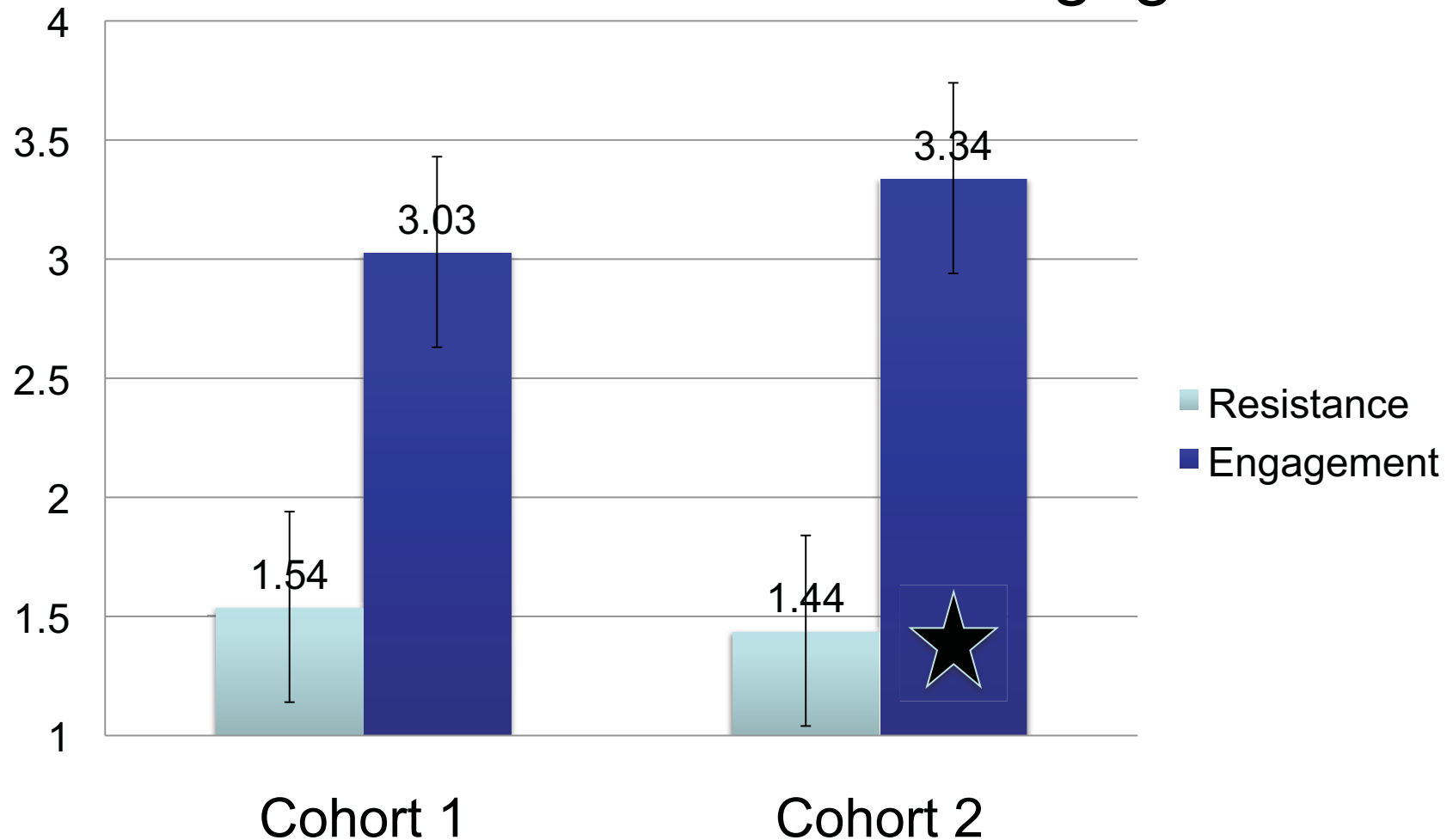
Teacher Responsiveness

- **Active participation**
 - Completed cycles
 - Teacher report of minutes spent engaged in watching own videos and responding to consultants
 - Consultant report of teacher engagement and resistance
- **Home Practice**
 - Web logs of teachers' video library use***
- **Satisfaction**
 - Teachers' end of year report of satisfaction with consultation

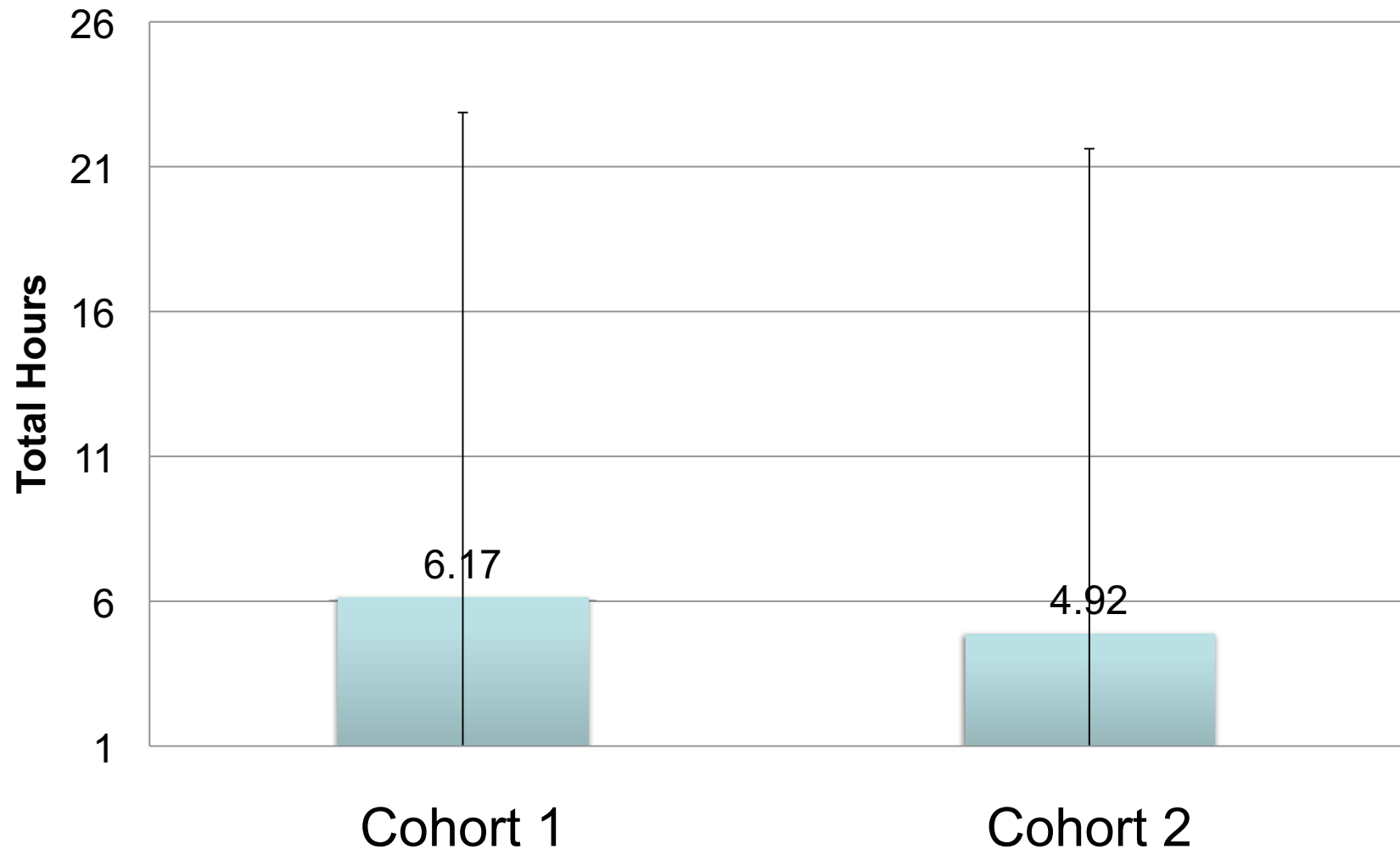
Active Participation



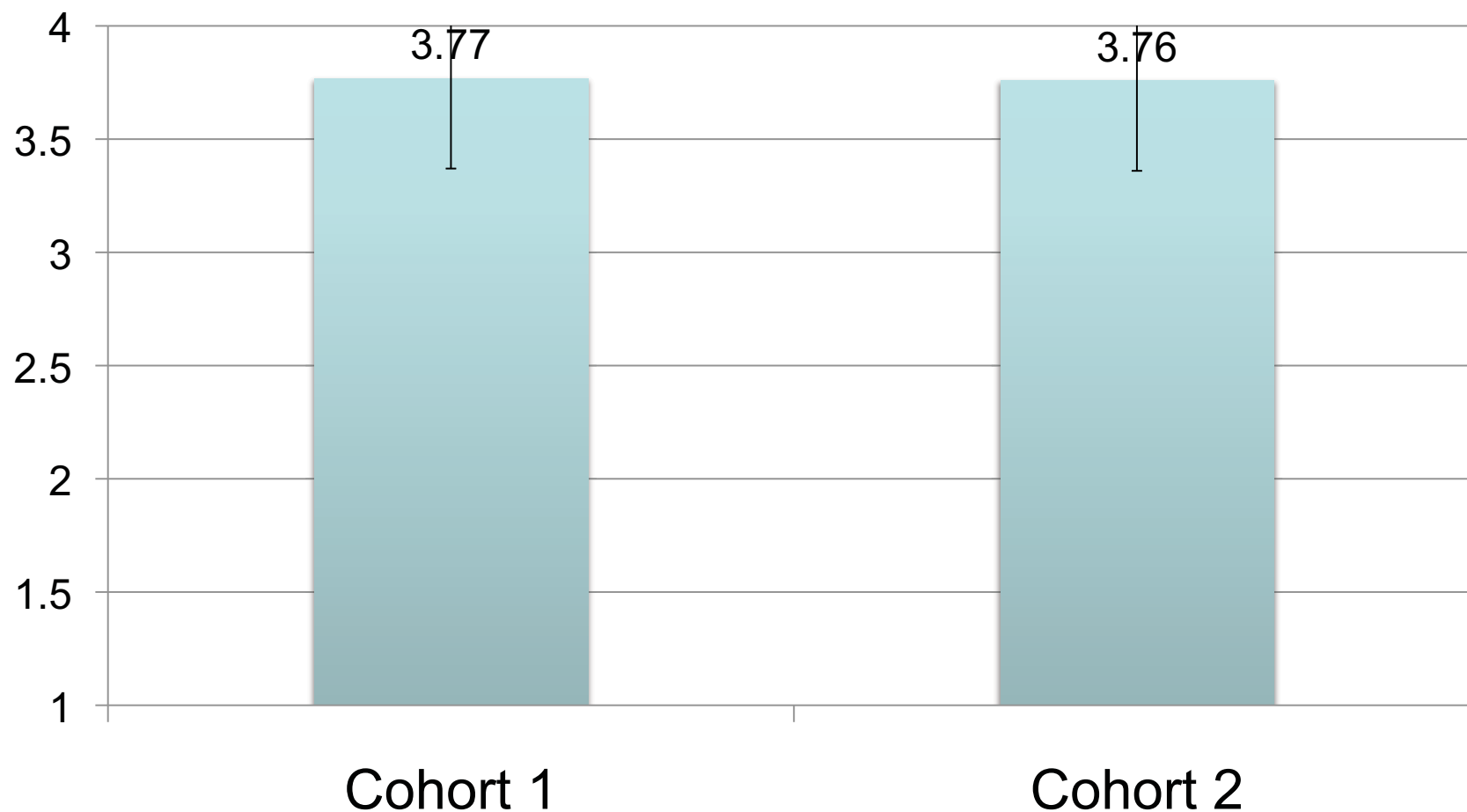
Consultant Report of Teacher Resistance and Engagement



Web Logs of Teacher Website Usage



Teacher Report of Satisfaction with Consultation



What is the relationship between consultant implementation and participant responsiveness?

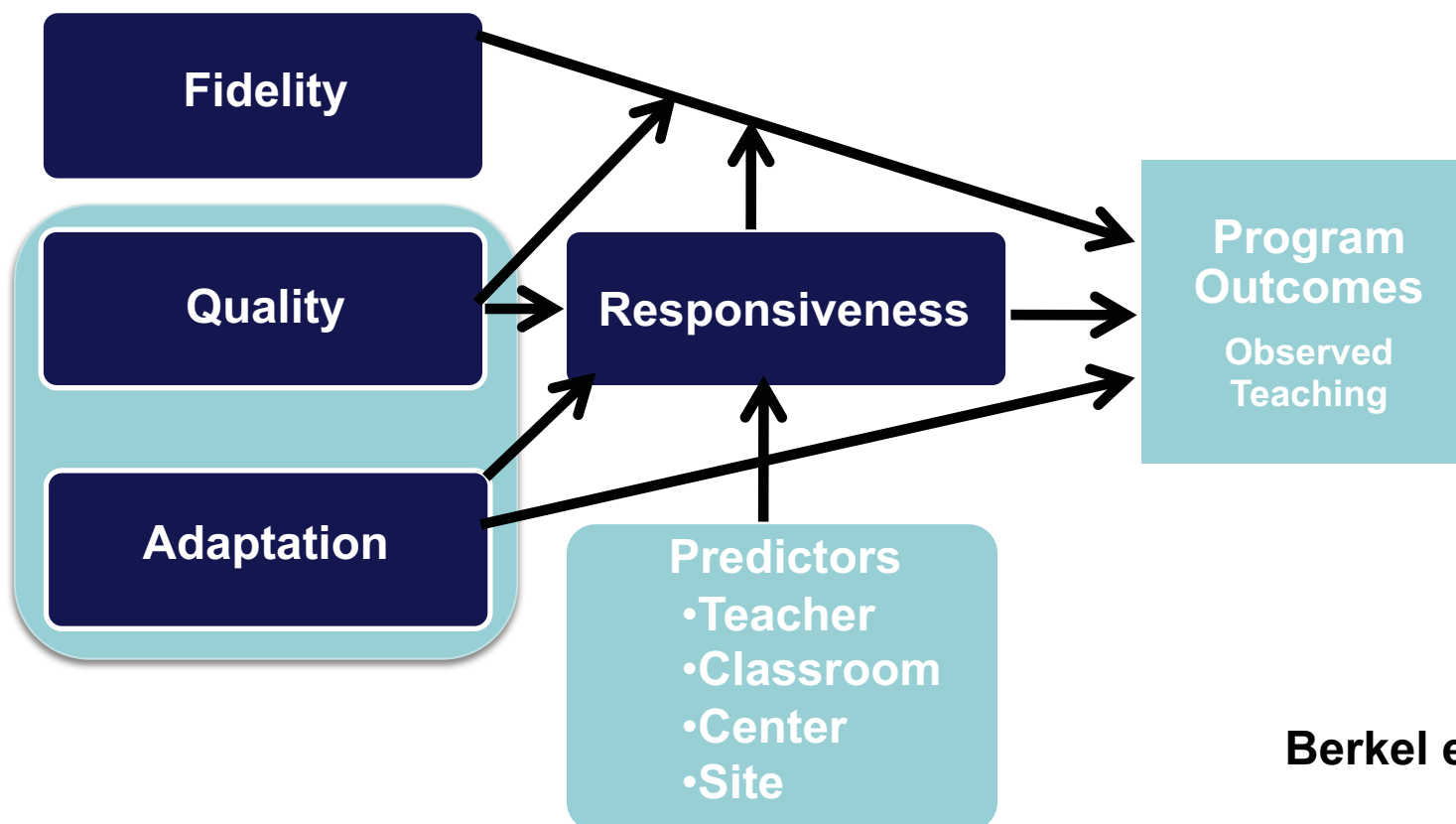
| | Active Participation | | | | Home Practice | Satisfaction |
|----------------------------------|----------------------|------------|--------|--------|---------------|--------------|
| | Cycles | Time spent | Resist | Engage | Web-use | End of year |
| Consultant Adherence to Protocol | | | | *** | | |
| Teacher Perception of Quality | | | - *** | *** | | |

Summary and Future Directions

- **Initial training and on-going support can lead to more systematic consultation implementation**
 - *Investing in this is critical and can not be overlooked*
- **With minimal facilitator variance, more confident in considering participant response variance**
 - *Lingering questions about consultation quality*
 - *Accounting for differences at several levels*

Consultant Behaviors

Teacher Behaviors



Berkel et al., 2011