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Professional Development of Head Start Teachers in Emotional and Instructional Support

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COLLEGE OF EDUCATION

This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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2016

Abstract

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by

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MS, University of Tennessee at Martin, 1995

BS, University of Tennessee at Martin, 1992

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

In the southwest region of Tennessee, a local Head Start program classroom assessment scoring system's (CLASS) scores fell in the lowest 10% among national Head Start programs in emotional and instructional support. Since 2012, the Office of Head Start has released reports showing that the average Head Start program has low performance CLASS emotional and instructional support scores. The purpose of this exploratory case study was to investigate the professional development of local Head Start teachers with low CLASS scores in emotional and instructional support. Knowles's adult learning theory of andragogy was the overall conceptual framework and the concentrated theory of this study was Mezirow's transformative learning theory. The key research question focused on how the professional development of Head Start teachers contributed to successful CLASS scores in emotional and instructional support as perceived by Head Start education specialists and teachers. Data collection methods included observations, previous CLASS scores, 2 focus group interviews of 5 teachers, and 1 focus group interview of 4 education specialists. NVivo 10 was used in detecting trends, ideas, and displaying connections from which the themes of coaching, mentoring, individual learning plans, and observations emerged. Findings showed that although viable professional development strategies were used, learning transfer activities were unsubstantiated. A professional development program was created to increase learning transfer into the classroom. An implication for positive social change could result in achieving maximum emotional and instructional CLASS scores in the Head Start community, providing the highest quality of services recognized by the Head Start Office.

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Dedication

This study is dedicated to my family. My loving husband, Kimo, for his encouragement and support during the course of this amazing journey. Thanks for not letting me give up when things were rough. To my handsome and smart son/nephew, Tyler. I am forever grateful for your encouraging hugs during this process. I know God has an awesome plan for you, keep looking to Him. To my other wonderful children, Kimo, Kanoa, Melea, and Daven, continue to always strive to do your best, never give up on your dreams and God-given purpose in life. I also dedicate this study to my parents, siblings, nieces, nephews, great-nieces, great-nephews, aunts, uncles, cousins, and extended family who I am connected to through marriage. I love each and every one of you. I am blessed and thankful to every divine link in my life.

I also dedicate this study in loving memory to my mother, Annie M. McLeod, and mother-in-love, Laverne K. Harris. I miss both of you. The remembrance of your unconditional love, wisdom, and prayers has been a source of indescribable strength for me. I hold fast to knowing that everything will work for good.

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I am thankful to have formed wonderful friendships and support systems from fellow Walden doctoral students, the local Head Start program, and the participants of this study, I thank you for your approval and commitment. To my church family, specifically the praise team and choir, thank you for your prayers. This has been an incredible journey that I will not forget.

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Section 1: The Problem

Introduction

In the southwest region of Tennessee, a professional development program within a local Head Start program that received low classroom assessment scoring system (CLASS) observation scores in the areas of emotional and instructional support was examined to provide the program with clear strategic outcomes for success. CLASS scores came from the CLASS observational tool that offered shared point of view and language focused on the classroom interactions (Teachstone, 2014). CLASS scores measure classroom interactions in the areas of emotional support, classroom organization, and instructional support between teacher and child (National Center on Quality Teaching and Learning, 2013b). The CLASS observational tool gives the local Head Start program the ability to gauge their teacher-child interactions and compare them to other Head Start programs' teacher-child interactions. This tool also gives insight to the administrators and staff as to possible outcomes of competition for funding.

The Office of Head Start (OHS) has a designation renewal system that determines which grantees must contend for ongoing funding from each cycle of review. Grantees must competitively reapply for their funds if one or more of seven conditions exist (Office of the Federal Register, 2011). The conditions are: (a) school readiness goals are not developed, (b) minimum levels on CLASS: Pre-K domains are not attained or falls in the lowest 10% range in any of three domains among grantees reviewed that year, (c) lost program permit to remain in business, (d) postponement of services from the local child care agency, (e) ineligible for federal or state funds prohibited from participating in the

Child and Adult Care Food program, (f) any significant flaws, and (g) susceptible poor services that cause ongoing apprehension (U.S. Department of Health and Human Services, 2011, para. 5). The CLASS scores are significant to the Head Start program because low scores in any of the three areas will require Head Start programs to recompete for their grant funds. Every year more grantees are competing again for their grants due to CLASS scores.

National Head Start CLASS scores were less than optimal in the area of instructional support across the nation as the OHS noted in 2012 and 2013 (OHS, 2012a, 2013). The local Head Start program scores in emotional and instructional support fell in the lowest 10% of national programs reviewed by OHS in 2013. After a Head Start triennial review of the Head Start program operations by OHS, many Head Start programs were left with the task of ensuring Head Start teachers receive training in emotional and instructional support (Sipp, 2010). In the local program, professional development is designed by the education specialists (employees who monitor, support, and train Head Start teachers) to include emotional and instructional support approaches. The education specialists determine what professional development is appropriate and help teachers succeed in receiving increased CLASS scores. However, the local Head Start director, managers, policy council, and board of directors have not determined if the identified emotional and instructional support approaches are promoting increased emotional and instructional high quality interactions amongst teachers and children.

The intent of this qualitative case study was to investigate the professional development of Head Start teachers with a focus on emotional and instructional support

that addressed low CLASS scores. This exploratory case study provided the client, the

director of the Head Start program, with information that would be helpful in identifying

strategies of successful professional development in emotional and instructional support

approaches. This project study provided me with an understanding of emotional and

instructional support approaches implementation as well as areas for improvement in the

strategies of professional development in general. In this project study, I used the term,

strategies, when relating to professional development of Head Start teachers and used the

term, *approaches*, to relate to the emotional and instructional support activities that the

teachers could implement in the classroom. This project study gained evidence of the

professional development strategies' benefits in emotional and instructional support

approaches from the experiences of Head Start teachers and insight of the used methods

for training from the education specialists.

For the purpose of this study, high quality teacher and child interactions in

emotional support were interpreted as building relationships that foster connections,

being aware of children's needs, and creating a caring community. Teachers use

emotional support as interest-based learning that gives children responsibilities and

follows the children's lead (National Center on Quality Teaching and Learning, 2013a).

Instructional support is engaging interactions through fostering children's thinking skills,

providing children feedback, focusing children on learning goals, scaffolding children's

learning, making learning meaningful, and through using the scientific method (National

Center on Quality Teaching and Learning, 2012b). Instructional support is language

modeling and conversations that engage children by asking questions, communicating

through expansions, and applying novel words (National Center on Quality Teaching and Learning, 2013a). Both emotional and instructional supports are interactions between teachers and children that support learning growth through relationships.

Head Start programs have the flexibility of deciding how often to provide professional development for teachers and what approaches or transfer-of-learning techniques to use (Head Start Performance Standards, 1975). Transfer of learning could be seen as distinct changes in knowledge, skills, and attitudes (Caffarella, 2010b). The local Head Start program has given its education specialists the critical responsibility of confirming professional development through targeted strategies to strengthen the individual needs of the educators who provide vital emotional and instructional support to children in the local community. Targeted professional development strategies are to be developed based on the teacher's results from the CLASS prekindergarten observations. Early childhood teachers need to identify, develop, test, and disseminate effective approaches that will amplify the impacts of attending preschool (Hamre et al., 2013). A case study was implemented by the Office of Planning, Research, and Evaluation (OPRE) under the direction of the Administration for Children and Families (ACF) to guarantee strong connections between monitoring of a program and professional development after the direction of Congress to the OHS to include in its monitoring process a teacher-child interaction tool, the OHS chose the CLASS to answer this request (Hamre, Goffin, & Kraft-Sayre, 2009). The CLASS system was formally introduced for professional development purposes in Head Start via a webcast (OHS, 2008) and requires specific approaches to ensure positive results for preschool children. In order to help Head Start

teachers increase in their CLASS scores, there was a need for a case study of their professional development to explore the emotional and instructional support approaches as well as investigate how learning transfer.

In this section, I emphasize the significance of effective professional development. I also highlight the need for Head Start teachers to be presented approaches that they can learn and then transfer the knowledge into the children's environment in a confident, skilled manner in order to see an increase in their observation scores. In this section, I also define terminology used in the study that concentrated on the reasons why low emotional and instructional CLASS scores have to be addressed and show, through a review of literature, the need of professional development for Head Start teachers specifically in the areas of emotional and instructional support.

Definition of the Problem

Head Start teachers' low CLASS scores of emotional and instructional support required attention within the local Head Start program. The local problem was the result of low CLASS scores that caused the program to become noncompliant. The U.S. Department of Health and Human Services, under the ACF, issued a final rule on a System of Designation Renewal of Head Start Grantees in the Federal Register (Office of the Federal Register, 2011). The Head Start Program's rules and regulations were amended in the Improving Head Start for School Readiness Act of 2007 for applying legislative requirements (Improving Head Start for School Readiness Act of 2007, 2007) to institute the CLASS system to determine if Head Start grantees are delivering high quality and comprehensive services. Thorough services are required to be provided

through activities of nutritional, educational, health, and social services needs of all the families and children served (Head Start Performance Standards, 1975). Each grantee must also meet its financial and program management standards and provisions (Head Start Performance Standards, 1975). The system for teacher and student advancement's research that is supported by the National Institute for Excellence in Teaching (NIET) encourages agencies to create an infrastructure to support high quality professional development and ensure that the strategies yield positive results in the end for both teachers and children (NIET, 2012). This information is critical for consistent benefits of effective professional development.

Outcomes from supportive teacher-child interactions within the early childhood community necessitate effective professional development in emotional and instructional support. A national study led by Dr. Mashburn from the University of Virginia showed that quality prekindergarten programs that offer experiences of instructional and emotional supportive interactions among children and teachers give children more benefits (Arrington, 2008). The University of Virginia's national study also indicated that teachers who teach using high quality emotional and instructional relationships help children develop better academic, language, and social skills in their classrooms (Arrington, 2008). The local Head Start program was mandated to recompete for the grant due to falling within the lowest 10% of emotional and instructional support CLASS scores. Because of these low CLASS scores, there is a need to determine the effectiveness of the local strategies regarding professional development in the fields of emotional and instructional support.

Rationale

President Obama and the U.S. Department of Health and Human Services declared definitive changes regarding Head Start, the nation's largest federally funded preschool program, with the signing of new laws (U.S. Department of Health and Human Services, 2011). According to the new laws, all Head Start programs will have designated funding via 5-year grants, and programs that do not function will need to reapply for continuous funding through a competitive process among other early childhood programs (Severns, 2011). Since 2011, the OHS CLASS national grantee-level scores by domain have been poor in instructional support with a mean of 2.98 and that fell to 2.72 in 2013 (OHS, 2013). The highest score in instructional support in 2013 was 4.83 out of 7 (OHS, 2013). These scores indicated issues in how Head Start teachers are implementing curricula to effectively promote cognitive and language development throughout the nation.

In 2012, the OHS CLASS national grantee-level scores by domain mean in emotional support was 5.90 with a maximum score of 6.91 and increased to 5.99 as the mean and 6.94 as the maximum (OHS, 2013). The national grantee-level scores just referenced are outlined in more detail in Table 1 for 2012 and in Table 2 for 2013. For the local Head Start program, ongoing professional development that focuses on effective emotional and instructional support approaches is needed for increased scores in these domains in order to ensure a score above the lowest 10% of reviewed grantees' scores in the same year.

Table 1

2012 National Statistics by Domain

Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	5.90	0.35	4.38	6.91
Classroom Support	5.45	0.49	3.07	6.56
Instructional Support	2.98	0.70	1.12	5.74

Note. From "2012 Head Start Grantee-level Data from the CLASS," by OHS, 2012a. Retrieved from http://www.eclkc.ohs.acf.hhs.gov/hslc/sr/quality/docs/national-class-2012-data.pdf

Table 2

2013 National Statistics by Domain

Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	5.99	0.34	4.99	6.94
Classroom Support	5.63	0.43	4.15	7.00
Instructional Support	2.72	0.50	1.33	4.83

Note. From "A National Overview of Grantee CLASS Scores in 2013," by OHS, 2013. Retrieved from http://www.eclkc.ohs.acf.hhs.gov/hslc/sr/quality/docs/national-class-2013-data.pdf

Modules of sample professional development strategies have recently been introduced to grantees through the National Center on Quality Teaching and Learning, a training and technical assistance contractor of the OHS in the fall of 2012 as a set of 15-minute in-service suites (U.S. Department of Health and Human Services, ACF, & OHS,

2013). The suites are a basis for supporting teachers in engaging interactions and environments with a purpose of giving the education specialists and other professional development providers' guidance in meeting the needs of varied audiences (U.S. Department of Health and Human Services, ACF, & OHS, 2013). The 15-minute suites were developed to offer suggestions to support teachers in implementing effective practices in the classrooms to include, but were not limited to emotional and instructional interactions (National Center on Quality Teaching and Learning, 2012a). This case study explored emotional and instructional approaches from the 15-minute suites selected by the local education specialists in their professional development.

Evidence of the Problem at the Local Level

The two CLASS domains of emotional and instructional support were where the local Head Start program failed to meet standards and that forced the program into recompetition. The OHS was reformed to improve the teaching and learning in classrooms from (a) targeting the attention of staff on interactions of teachers and children in the classrooms and information sharing to (b) providing professional development to build the capacity of teacher-child relationships, providing programs with an opportunity to give feedback to teachers about their performance, and currently to (c) to increase the competence of both the teachers and programs based on their CLASS scores to be more effective (Teachstone, 2013). Each area grew from the one before it to design a solid way for teachers to advance and child to learn (Teachstone, 2013). The local Head Start program is a nonprofit, federally funded organization, as with all Head

Start programs they have to recompete for federal funds if teacher-child interactions do not meet mandates.

The local Head Start program did not meet the mandate; therefore, the program's certified CLASS observers (education specialists) developed a CLASS action plan to inform program improvement through two implementation levels. The first implementation level is program planning and evaluation that use data to make program-wide professional development decisions, allowing administrators to be able to identify agency-wide strengths and develop targeted professional development plans at program level. The second implementation level, assessment of individual classrooms, measures effective teacher-child interactions that will increase the quality of teacher effectiveness and promote school readiness and a stronger foundation to evaluate quality and guide individualized teacher professional development (Pianta, LaParo, & Hamre, 2008). The first implementation level is management's responsibility and the second level focuses directly on the teacher interactions with the children.

A deeper look into this second implementation level raises the need to determine the effectiveness of emotional and instructional approaches used to increase the teacher's CLASS scores. It is the responsibility of the education specialists to observe teachers with the intent to use the information gained by developing individualized training strategies that will increase the quality of current practices. A training program implemented by the education specialists has been established within the agency to heighten the scores in the areas of emotional and instructional support. Currently, the education manager who supervises the education specialists determines the local agency

professional development program structure. The professional development program is a center-based approach where the education specialists are assigned four to five Head Start centers individually. Every other Friday of each month, the educational specialists rotate to their select centers and facilitate a focused training and technical assistance meeting. Upon request by the center manager or the teacher, an education specialist may return to the center the following week to provide additional training or feedback. The professional development program's training strategies were evaluated to determine whether they are effective.

Emotional support evaluates to what extent a teacher build and encourage a daily positive classroom atmosphere (U.S. Department of Health and Human Services, ACF, & OHS, 2015). Instructional support measures the methods that teachers initiate within the curriculum to actually advance cognitive and language development (OHS, 2012a). An effective professional development program will be defined by the increase of the teacher's CLASS scores close to 7 the maximum score and beyond the minimums of 5 in emotional support and 3 in the instructional support domain (OHS, 2012b). Officials at the OHS made a point of choosing the CLASS as a tool for both evaluating programs and providing a structure for professional development (U.S. Department of Education, 2012). Dr. Hamre, coauthor of the CLASS, expressed how the CLASS tool has "gained traction" (Guernsey & Ochshorn, 2011, p. 16.) in part because the instrument is seen as crucial and that it can have a direct impact on supervisors' perceptions of a teacher's work (Guernsey & Ochshorn, 2011). High CLASS scores are vital for organization to maintain Head Start programs.

Evidence of the Problem from the Professional Literature

Professional development is needed in the early childhood community to be of high quality and frequently offered. While, there are a number of elements of a teacher's background that may relate to their classroom performance, such as years of experience, self-efficacy feelings, their attitudes and beliefs, and the impact they have on children's development and growth; recent consideration in early childhood has focused on quality of in-service and preservice professional development (Banerjee & Rude, 2013). According to Horm, Hyson, and Winton (2013), regardless of indication that early childhood trainings should focus on teachers' classroom behavior in order to have an influence on learning for children, the great majority of professional development opportunities are courses and workshops that targets the increase of knowledge for teachers. The design of the professional development usually promotes awareness and beliefs, and to a small extent, teacher skills (Sheridan, Edwards, Marvin, & Knoche, 2009).

Research showed that in the success of a student in a learning environment, the most vital influence is a strong, excellent teacher, which is definitely true for our neediest children (U.S. Department of Education, 2014). This information is critical because several Head Start children are academically at risk (U.S. Department of Education, 2015). Children in early childhood education settings are not consistently exposed to effective teacher-child interactions (National Center on Quality Teaching and Learning, 2013b). Effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms (National Center on Quality Teaching and

Learning, 2013b). Instructional interactions will allow children to compose their own understanding (Cole, 2008) and make sense of things around them through analyzation and problem solving.

> Mashburn suggested that high-quality instructional interactions occur when teachers provide children with feedback about their ideas, comment in ways that extend and expand their skills, and frequently use discussions and activities to promote complex thinking. For example, teachers who provide high instructional support ask 'how' and 'why' questions to children to explain their thinking, relate concepts to children lives, and provide additional information to children to expand their understanding. (Arrington, 2008, p. 1)

Teachers who are displaying high quality interactions build relationships with children by smiling often, following the children's lead, and fostering a caring community within the classroom (National Center on Quality Teaching and Learning, 2012b). Instructional interactions supported through professional development assists teachers in promoting progressive classrooms.

Professional development is necessary to increase positive teacher approaches and interactions in the classroom. In-service professional development can provide teachers with guidance that is evidence-based; however, all professional development is not effective for every teacher (Wasik & Hindman, 2011) inside the classroom. Horm et al. (2013) conveyed that across disciplines and methodological borders, collective efforts are expected to produce the kind of knowledge needed to ensure the most effective approaches to professional development at all levels and in all domains.

According to Loucks-Horsley, Stiles, Mundry, Love, and Hewson (2010), the principles in quality professional development experiences are:

- designed to address students learning goals and needs;

- urged by actual classroom teaching and learning;

- to provide teachers a chance to be creative in their pedagogical knowledge, skills, and content;

- to examine and reflect on practice critically;

- based on research and teachers are connected as adult learners in the use of their students' learning approaches;

- to provide teachers opportunities to network with other teachers and experts in the early childhood profession for continual growth;

- to encourage teachers toward life learning in their professional field and be expert leaders;

- to ensure that other areas of the education system are linked; and

- evaluated in an ongoing manner that ensures an optimistic bearing on teacher effectiveness, the learning of the students, and the community of the school (p. 79–116).

These principles have a broad focus and place importance on merging student knowledge and teaching performance to professional development (Gunnarsdóttir, 2014). During effective professional development, teachers are encouraged to frame learning methods to meet their individual needs in order to benefit immediately (Kenner & Weinerman, 2011).

The success of children and their learning comes from a direct influence of the recruitment, preparation, development, and support of wonderful teachers (U.S. Department of Education, 2014). The U.S. must make it an ongoing effort to recruit, prepare, and develop quality people in the early childhood community. In today's society early childhood professionals do not always receive the attention or funding they deserve, which could make this profession less desirable for qualified, talented people. Teachers should acknowledge the meaningful profession of early childhood and advocate for it regardless of any social partiality (Zhang & Yu, 2016). There is a need for the early childhood profession to be given the respect, compensation, and acknowledgement of quality services for prominent and successful generations of children.

Head Start has been a supporter of professional development for many years, making the child development associate (CDA) credentials a major component in 1972 to meet the need for qualified childcare staff (Hinitz, 2014). The CDA is now common trend among the early childhood community (Council for Professional Recognition, 2015). Head Start has since increased the minimum educational mandate for lead teachers and directors of the early education programs (De-Souza, 2014). As this profession is vastly growing, there are more educators entering the early childhood education arena with high-level degrees; however, just as with all teachers, almost two-thirds are not prepared for the classrooms (U.S. Department of Education, 2014). Teachers have their teaching qualifications and degrees and they know general teaching methods and approaches; yet, they may have not been trained specifically in emotional and instructional support approaches. President Obama's administration plans to build on state systems,

encouraging them to look beyond colleges and universities into other kinds of agencies in order to develop significant systems that will identify the performing of high-low teacher programs of preparation (U.S. Department of Education, 2014). Head Start teachers who have the support of their administration are prepared for the children they have to engage.

Ongoing professional development strategies' evaluation identifies areas for improving teacher interactions. Identifying new and innovative instructional strategies in professional development is timely because the current federal focus is on "Investing in Early Learning" (Maude et al., 2011, p. 357) and grant funds are available for improved quality and access to early learning programs and services across all settings, especially for children who are the most vulnerable (Maude et al., 2011). Training that leads to the transfer of creative ways of teachings, further knowledge of the way children behave and learn, expands the viewpoint on teaching, and put best practices within reach (Ashbrook, 2010) is the essential type of professional development for Head Start teachers.

Definitions

Approach: For the purpose of this study, an action where teaching teams explore using a variety of strategies that they can employ to promote achieving school readiness goals (OHS, 2013a).

Classroom assessment scoring system (CLASS): An observation tool that concentrates on the effectiveness of interactions among teachers and children in the classroom (Pianta, LaParo, & Hamre, 2011).

Concept development: Instructional activities teachers use to advance higher order thinking skills in children (Hamre, Hatfield, Pianta, & Jamil, 2014).

Education specialist: Head Start staff that coordinates the educational goals and objectives of the Head Start Performance Standards and provides educational leadership to teachers. An education specialist also plans, develops, and monitors curriculum implementation (Early Childhood Learning and Knowledge Center, 2014).

Effective teacher and child interaction: Positive relationships between teachers and children during interactions in the classroom (Ostrosky & Jung, n.d.).

Emotional support: Particular teaching actions that assist children in developing warm, encouraging associations, gain familiarity of joy and enthusiasm about education, be relaxed in the classroom, and experience suitable levels of self-sufficiency (Pianta et al., 2011).

Head Start: A federally funded program that advances children ages birth to 5 from low-income families' school readiness skills by improving their cognitive, emotional, and social development (ACF, 2014).

Instructional support: Specific teaching behaviors that reinforce children's cognitive development and language growth (Pianta et al., 2011).

Language modeling: Language techniques of stimulation and facilitation teachers use when working with children (Hamre et al., 2014).

Negative climate: The intensity of negativity such as rage, unfriendliness, or violence shown by teachers and/or children (Pianta et al., 2011).

Office of Head Start (OHS): An office of the ACF (ACF, 2014).

Positive climate: When teachers and children share affirmative networking, relationships, and communication (Hamre et al., 2014).

Professional development: Continuous knowledge, experiences, and support actions offered to prepare and further the learning of individuals in the workplace that assist young children and their families. These actions improve the skills, knowledge, practices, and outlooks of early childhood education professionals (National Association for the Education of Young Children & National Association of Child Care Resource & Referral Agencies, 2011).

Teacher sensitivity: When teachers consistently, quickly, and effectively respond to individual children based on verbal or behavioral cues (Pianta et al., 2011).

Quality of feedback: The level at which teachers consistently give responses that expand children knowledge or builds on their performance of a task (Pianta et al., 2011).

Regard for student perspective: Teachers' intentional and consistent focus on children's interests, motivations, and perspectives (Pianta et al., 2011).

Strategy: Lucid, long term goals that describe a plan of action and accountability within an organization (McGee, 2014).

Significance

The problem of low CLASS scores in regards to emotional and instructional support approaches is significant to both the local and the national Head Start educational community because the local agency's emotional support CLASS scores fell in the lowest 10% of Head Start programs' scores that were reviewed in 2013 and the overall national average as it relates to instructional support is low (OHS, 2013). Without professional development that places emphasis on emotional and instructional support, Head Start teachers will not succeed in attaining higher CLASS scores. The local Head Start

program's low CLASS scores in emotional support were contradictory to the studies of teachers' scores in the moderate-to-high range in providing emotional support to children (Burchinal et al., 2008). In instructional support, according to Burchinal et al. (2008), studies conducted in thousands of classrooms showed that teachers get low scores on their ability to promote higher order thinking, offer quality feedback, and provide models for using language well. The local program received low CLASS scores also in instructional support, which is in agreement with other studies.

Head Start programs have access to diverse amounts of data regarding instructional support approaches for teachers; however, there is a minimum amount of data that has shown what strategies have actually been used to help teachers succeed (Hightower et al., 2011). This doctoral project study researched information on the professional development of Head Start teachers regarding emotional and instructional support as outlined by the education specialists. According to President Obama, it is important that good teachers have the resources to stay on the job; they should be rewarded and given the flexibility to teach with creativity and passion (U.S. Department of Education, 2014). This doctoral project study promoted social change on both the local and broad levels of early childhood educational settings by providing teachers (specifically, Head Start teachers) with proven, positive emotional and instructional support approaches that can be used in professional development. Head Start teachers could possibly increase their CLASS scores to their maximum potential, giving children ages 3–5 consistent, quality teacher-child interactions in both emotional and instructional support services nationally.

This project study is important because it provides evidence to support professional development strategies used by education specialists to increase emotional and instructional support CLASS scores. The individual Head Start teachers who participated in this research benefited by gaining knowledge of overall best practices in emotional and instructional support for the classroom. The education specialists who participated in the study benefited from gaining increased knowledge of effective strategies to use regarding professional development in emotional and instructional support. Overall society benefits from this research because both emotional and instructional support is vital in teacher-child interactions. Mashburn et al. (2008) stated that greater academic and language abilities are developed in children with quality instructional and social skills classroom interactions were associated with teachers' CLASS scores with higher-quality emotional interactions and less problem behaviors. According to Dombro, Jablon, and Stetson (2010), powerful interactions achieve important goals of building and deepening relationships with each child and moving children's learning forward in small steps.

Guiding/Research Question

For years, the Head Start organization as a whole has been questioned, "does Head Start work?" (Matthews, 2014, para. 1). The OHS has called for accountability on behalf of those responsible for educating young children (Improving Head Start for School Readiness Act of 2007, 2007). CLASS is the selected tool by the OHS used to identify quality interactions with children. In Head Start, education specialists are trained to observe and provide professional development to teachers. The highlighted guiding

question of this study was: How does the professional development of Head Start teachers positively affect CLASS scores in the areas of emotional and instructional support? The research questions for this doctoral study were:

1. In what ways, do education specialists and Head Start teachers describe the CLASS teachers' professional development strategies currently used for assisting teachers in emotional and instructional support?

2. Which CLASS professional development strategies do Head Start teachers describe as most advantageous in transferring skills into the classroom to increase CLASS scores in emotional and instructional support?

3. Which professional development strategies have positive enabling effects on the outcome of teachers' CLASS scores in emotional and instructional support as perceived by education specialists?

4. After reviewing pre- and post CLASS scores in emotional and instructional support, in what ways were successful professional strategies and opportunities perceived?

Valuing education specialists' and teachers' perceptions assisted in recognizing the program's strong and weak areas of professional development.

Review of the Literature

The approach I used to examine the literature for this study involved an investigation of research databases containing information relevant to professional development and emotional and instructional support. There were a number of resources that offered substance regarding professional development. The resources ranged from

journal articles relating to the need of professional development to unique resources with strategies geared toward CLASS. This literature review includes information from peer-reviewed journals, books, online databases, U.S. Department of Education websites, empirical research, federal reports, and professional early childhood network websites. I obtained scholarly information that originated from searches in the following electronic databases: ProQuest Central, Academic Search Complete, and Educational Resources Information Center (ERIC) through the Walden University library online. I also searched peer-reviewed journals online as well as hard copies such as *Young Children, Young Child, NEXT: For Young Children* (a professional development guide), and the *National Association for the Education of Young Children* (NAEYC). Furthermore, other sources were included in the overall literature review from references located with Google Scholar. For the purpose of this doctoral project study, the two areas of professional development focus were emotional and instructional support. I have detailed both emotional and instructional support approaches to reflect strategies of the emerged themes of professional development. I used the following search terms (including Booleans): *professional development for early childhood teachers*, *emotional support*, *instructional support*, *early childhood teaching approaches*, *learning experiences*, and *symbolic interaction in early childhood*. The themes that emerged from the current literature within the last 5 years were mentoring, coaching, walk-throughs, individual learning, and group follow-up methods.

The search of the existing literature revealed numerous resources with regard to professional development. My research yielded 178 total sources dated from before 1980;

however, I have included the majority of my sources from current literature published between the years 1910–2016, totaling 158 sources, of which 76 are peer-reviewed journals; therefore, I resolve that all relevant research is complete. The historical citations that are greater than 5 years old are few in number and are only presented to show conceptual foundations from educational books and websites such as *Developmental Psychology*, *Educational Evaluation and Policy Analysis*, U.S. Government, *American Educational Research Journal*, *Educational Policy Analysis Archives*, *Education Digest: Essential Readings Condensed for Quick Review*, The National Association for the Education of Young Children, OHS, Office of Planning, Research and Evaluation, and *Children and Youth Review*.

Conceptual Framework Related to the Problem

In order for researchers to fully understand what works in professional development, there should be collaboration with participants and attempts made to find ways to better educate the learners (Lodico, Spaulding, & Voegtle, 2010). The conceptual framework that I chose this doctoral project study embraced the philosophical framework of an action-oriented approach (Lodico et al., 2010). The two concepts that support professional development within this doctoral project study were the adult learning theory of andragogy, which is the overall theory of the study, and transformational learning theory. The best-known model of adult learning is Knowles's (1980) adult learning theory of andragogy. Knowles felt that the single most critical difference between children and adult learners is the assumptions they make concerning their self-concept (Knowles, 1980). Adults contribute more to the learning of others (a rich

resource themselves), adults have a richer foundation of experience than children in which they can relate to, and adults have many habits and patterns of thought which makes them less open-minded (Knowles, 1980). Knowles's original four principles of adult learning have grown to six and all of them are applicable to this doctoral project.

- Adults are internally motivated and self-directed. Head Start teachers prepare daily activities for children. Because adults need to be involved and motivated in the planning of their training, their experiences (even faults) provide the basis for the learning tasks (Knowles, Holton, & Swanson, 2011).

- Adults bring experiences of life and knowledge into learning experiences. The learning styles and experiences of life that an adult learner has could either vitally provide the learner with success or obstruct learning in their academic future (Kenner & Weinerman, 2011).

- Adults are goal oriented. Adults, before beginning a class, workshop, or training, already know the goals they want to achieve (Lieb, 1991). Education specialists must have specific objectives of professional development to help them achieve their goals.

- Adults are relevancy oriented. Learning must be appropriate to work or other tasks for adults to see a why they need it (Lieb, 1991). This is critical information to this project because CLASS has been integrated into the evaluation process for Head Start programs making it directly pertinent to the teachers' jobs and the Head Start program as a whole. Since adult learning is problem-centered, in this

case: low CLASS scores, the findings from this project will highlight resolutions from content gained during professional development.

- Adults are practical. Teachers will focus on professional development that is most useful to them (Lieb, 1991); therefore, education specialists have to design professional development in a way that CLASS emotional and instructional support strategies are attained.

- Adult learners like to be respected. Education specialists must acknowledge that Head Start teachers like all learners need respect and be allowed to equally bring their experiences into the professional development training (Lieb, 1991).

The outcomes of professional development will weigh heavily on the transformational learning theory in that it is about fundamental change (Merriam, Caffarella, & Baumgartner, 2007) in how the teachers will view themselves, the children, and their interactions with the children to bring about a social change. Transformative learning causes either confirmation or transformation of ways in which experience is interpreted (Mezirow, 1991). Dirkx and Mezirow's (2006) insight into transformative learning is a complete and whole view of subjectivity where focused learning confronts current, overlooked expectations, ideas, and implications of knowing what learning is about. Dr. Cranton of Penn State defined transformative learning as the awareness of people altering how they understand the experiences and connections they have with the world (University of Central Oklahoma, 2012). Mezirow's current elements of transformational learning theory are:

- a perplexed problem;

- an assessment of self;

- a analytical evaluation of socio-cultural or psychic assumptions regarding knowledge;

- communication about the progression of transformation and the recognition of discontentment is discussed;

- new actions, relationships, and roles are explored;

- designing a plan of action;

- learn techniques and understanding in order to apply the plan;

- briefly try new responsibilities;

- in new relationships and roles, greater self-confidence and competence are achieved; and

- based on the conditions determined by one's new perspective, there is rehabilitation in their life. (Mezirow et al., 2000, p. 22)

The elements of Knowles's (1980) adult learning theory and Mezirow's (2000) transformational learning theory were chosen as the conceptual frameworks for this project study in that it was essential that education specialists and teachers alike examine themselves during the review of Head Start teachers' low CLASS scores in emotional and instructional support. The education specialists and teachers should develop a point of view of understanding the meaning to listen to, know, and streamline learning through nurturing the soul by valuing what happens every day in our learning environment (Dirkx, 1997) and change the way they perceive the CLASS tool, the way education specialists design professional development trainings, and how teachers implement

strategies in order to be successful. The perception of CLASS to teachers sometimes comes from the presentation of professional development "It is not what we know but how we know that is important" (Baumgartner, 2001, p. 22). Professional development for teachers should be both relatable and transferable. Taylor and Cranton (2012) suggested that it is necessary to consider the individual in a particular situation with an array of strategies and not just adapt transformative learning as an approach that fits everyone.

The meanings of emotional and instructional support are conferred on the Head Start staff from the CLASS instrument. However, the strategies to strengthen engaging teacher-child interactions through the CLASS dimensions will have different meanings to the education specialists based on their own symbolic meaning with such concepts (Turner, 2011). Therefore, the education specialist will view the teacher as a facilitator who organizes and constructs the environment to create concrete experiences. Head Start teachers will use the significances found within emotional and instructional support definitions and trainings to implement positive strategies.

The education specialists will be looking for the teacher to provide opportunities for pretend play, allow the children to experiment with various materials, and have free choice (Segal, Bardige, Woika, & Leinfelder, 2010). Education specialists may rely heavily on their own experiences in instruction, which will vary. A University of Virginia study showed that when considering settings and learning activities at the same time, teachers displayed the most effective global instructional interactions when leading science activities in large group or free choice settings, and the most effective literacy-

focused interactions during large group literacy activities (Cabell, DeCoster, LoCasale-Crouch, Hamre, & Pianta, 2013). In order to explore the professional development of Head Start teachers in the areas of emotional and instructional support, the CLASS must be recognized as the selected tool by the OHS, the framework for increased scores.

The professional development investigated within this project study highlighted the theories mentioned above through the actions of the participants (education specialists, teachers, and me). Every participant in this study was a dependent learner, had experiences to build on, knew what developmental tasks were at hand, and had a readiness to learn from the professional development (Knowles et al., 2011). The education specialists and the teachers brought the skills, knowledge, and insight that were the foundation to this study.

Review of the Current Literature

In this doctoral project study, I focused on the emergent professional development strategies from the literature review that applied to professional development strategies that included mentoring, instructional coaching, and individual learning plans, which are techniques of the transfer-of-learning process (Caffarella, 2010b). When participants can effectively apply what they have learned as a result of professional development, transfer-of-learning is achieved (Caffarella, 2010b). The transfer-of-learning process is helpful to both the education specialist and the Head Start teacher because it yields more solid and beneficial results (Carey & Grant, 2014). This study also gave attention to the CLASS instrument as the chosen tool designed to assess teacher-child interactions and professional development highlighting emotional and instructional support approaches.

The emotional and instructional support approaches outlined the actions that should occur between teachers and children. In order to advance the systematic effectiveness of teacher training and performance, it is crucial to identify specific classroom practices that add value (Hamre et al., 2014). Training that offer value-added classroom practices will ensure informed and effective teachers.

Professional development strategies. It is indicated from a case study by Brown and Inglis (2013) that successful professional development includes leadership, vision, mentoring, prioritization, reflection, collaboration, as well as, giving participants time to reflect and grow. One area for further work was noted in Hamre et al.'s (2014) study that pertained to relationships between and among these areas of children's development and their interactions with their teacher. Information from this doctoral project study strengthens the benefits of providing effective strategies through professional development in general and across domains in the early childhood community.

Professional development has to be presented in a definition and framework that allows for a clear understanding of its outcomes. The National Professional Development Center on Inclusion developed a professional development definition to guide its work with states regarding early childhood professional development (Buysse, Winton, & Rous, 2009). Buysse, Rous, and Winton (2008) defined professional development as facilitated teaching and learning experiences that can be transferred and implemented. According to Buysse et al., professional development is developed to support the achievement of gaining professional knowledge, skills, and competences that can be applied in the field. Professional development provides training and technical assistance

to teachers so that they gain the knowledge, skills, and nature of what is taught and then apply it in their classrooms. When gained knowledge, skills, and nature of what is taught are not used in practice means that the professional development never reached who it was intended to help, the children in this case (Buysse et al., 2009). It is vital that teachers use acquired information so children are affected in positive ways.

Mentoring. According to Productivity Commission (2011), formal or informal mentor programs are considered important in improving professional actions. Mentoring is a relationship in which one person with more experience (in this case, the education specialist) works over a period of time with a person with less experience (the Head Start teacher) to promote emotional and instructional support methods through guidance, feedback, resource sharing, and networks (Caffarella, 2010a). The mentor encourages, assists with interpreting and putting information into context (Brown & Inglis, 2013). Often after teachers attend trainings and receive relevant information, they seek support for implementation (Chu, 2012). This is essential in ensuring that Head Start teachers feel comfortable with techniques for use in the classroom.

Instructional coaching. Instructional coaching is used in many professions, as well as early childhood. Coaching consists of peers or supervisors who assist teachers in making specific changes in the classroom by asking questions, through observations, listening to them, giving them feedback, and sharing experience and knowledge without being judgmental (Caffarella, 2010a). Instructional coaching take participants further when strategies of reflective practices such as open-ended inquiry of teachers and videotaping of classrooms are used to help teachers examine their teaching styles and the

impact they have on the lives of children (Skiffington, Washburn, & Elliott, 2011). The social policy group founded as Manpower Demonstration Research Corporation (MDRC); however, now registered as MDRC research team developed a coaching model to include standard key elements such as teacher-focused, collaborative, instructional, evaluative, and nonsupervisory (ACF & Office of Planning, Research and Evaluation, 2012). These elements are basic essentials to effective coaching on all levels. Even more importantly, teachers are more likely to follow through with and reliably apply the skills they have learned when they have continued support (ACF & Office of Planning, Research and Evaluation, 2012). Crane (as cited in Curtis, Humbarger, & Mann, 2011) believed people could endow others to thrive in their jobs through coaching/leading them verses managing, them. Early childhood leaders reach this goal when they foster relationships with teachers through feedback and dialogues (Curtis et al., 2011). Teacher research (sharing) among early childhood educators also provides a supportive strategy of reflective thinking and practice (Murphy, Bryant, & Ingram, 2014). Teachers need to be coached and developed as much as they are rated and evaluated.

       Individual learning plans. Individual learning plans are outlines of what learning objectives participants want to follow, in what way they will learn, how and who will evaluate what they have learned, and a timeline for completing the plan (Caffarella, 2010a). Hamre et al., (2013) specified that strategies are more likely to be effective when they are developed from "bottom up", developed through trail and error, developed to be scalable, and on-going in their provision of supports. Teachers have long asked researchers, "What have you learned that I can apply in the classroom on Monday?"

(National Association for the Education of Young Children, 2008, p. 12). Individual learning plans allow for involvement of the Head Start teachers that would give the education specialist insight of the teachers' ideas of what they need to know and learn.

A randomized controlled trial has proven that in Head Start classrooms better quality teaching is possible when mixed with components of proven curricula that target developing language/literacy, the development of social and emotional skills, and the anticipation of professional development support (Domitrovich et al., 2009). A quality education when working with young children includes skilled teachers in the application of instructional approaches that are delicate to the developmental needs of a child and subject them to practices involving math, forthcoming literacy, and language within an environment that is responsive and supports their social-emotional development (Landry, Swank, Anthony, & Assel, 2011). Teachers that are supported through a variety of best practiced professional development activities and resources can offer children quality learning on many levels.

It is important that professional development materials are relevant and valid. The fundamental goal of professional development intervention is the improvement of students' knowledge by augmenting the teachers' use of approaches that are facts-based to education (Diamond & Powell, 2011). Learning from the CLASS observation scores, education specialists are to use the CLASS tool to customize interventions that will promote effective teaching. The scores and other results serve as a barometer of teachers' strengths and weaknesses. This information can stimulate conversations among practitioners about how to improve and guide their work and the professional

development specialists (Guernsey & Ochshorn, 2011). Early childhood education research expressed by Zeller (2009) showed that the experiences of high quality care of children support academic and social proficiencies development that children need for school success later. Researchers found evidence that a critical part of designing high-quality early childhood classrooms and progressive child outcomes are strong teacher-child interactions (Zeller, 2009). Daily teacher and child interactions build bonds that connect learning both from teacher to child and child to teacher.

Description of the CLASS instrument. The CLASS tool was developed to examine 10 dimensions of teacher-child interactions within three domains and on a 7-point scale it measures observed interactions. Each dimension focuses on different aspects of teacher-child interactions (Pianta et al., 2011). During the local grantee's onsite CLASS review in 2012, observations took place in a random selected sample of preschool classroom center-based options (Head Start, PreK, Wrap-Around, Special Needs, Delegates, and Community Partners) using the CLASS: PreK. As mentioned earlier, two of the three domains are the themes within this study and are detailed. The emerged themes are highlighted within the professional development section.

According to Pianta et al. (2011), four dimensions entail the domain of emotional support. The first dimension is positive climate, which is important because participating children who are happy, relaxed, and connected feel safe in the learning environment to be open and sharing. Some tips given to teachers where they can create a more PC in their classrooms to include but are not limited to enjoying time with children, make the learning fun, show your enthusiasm, be respectful and personal (Pianta et al., 2011). It is

critical that teachers in early childhood enjoy the work that they do so that children have the opportunity to reflect from them a joy and desire for learning. The second dimension is negative climate. This dimension has indictors of negative influence, restraint through retaliatory behavior, insult, and harsh disapproval (Pianta et al., 2011). Social behaviors early in life such as peer aggression, peer exclusion, and community behavior (refers to proactive and reactive response to the needs of others that promote well-being) have vital consequences later in children's social development and experiences (Merritt, Wanless, Rimm-Kaufman, Cameron, & Peugh, 2012). An environment where the teacher may show behavior that is irritable and allows children to show aggression towards one another is a place where no one wants their child. A couple of tips given to help teachers reduce negative climate were to build close, warm relationships with each child, to implement positive, proactive behavior management approaches, and for them to take care of themselves (Pianta et al., 2011). Early childhood classrooms consistently need emotionally stable and genuine teachers.

The next dimension was teacher sensitivity (TS). In this dimension, the teacher is one that is aware, responsive, addresses situations and comforts children. Children are free to express their ideas and teachers take time to notice how children are doing in the moment (Pianta et al., 2011). The last dimension in the emotional support domain is regard for student perspectives (RSP). This dimension has indicators such as flexibility, support of autonomy, student expression, and allows for movement. It is important as children develop behavioral self-control. According to Baumeister, Vohs, and Rice (2007), behavioral self-control denotes the capability to deliberately alter a person's

actions and show nondominant response verses one of dominance. Teachers in this dimension encourage children to mentor others and provide children with real responsibilities in the classroom (Pianta et al., 2011). Teachers who are emotionally supportive are defined as gentle and nice, aware of and meet the social and emotional needs of children, and careful of how they react to children (Merritt et al., 2012). Emotional support is foundational to developing relationships for all aspects of the classroom.

The instructional support domain consists of three dimensions. Concept development is important because teachers provide opportunities to help children better understand ideas and develop analytical thinking skills (Pianta et al., 2011). Planning opportunities for concept development requires intentional planning that allows for engagement in a variety of experiences as well as flexibility (Teachstone, 2013). The second dimension in the instructional support domain is quality of feedback. This domain keeps children engaged in lessons and activities and teachers can improve the quality of feedback through scaffold learning, providing feedback loops, and focusing on the process of learning (Pianta et al., 2011). The last dimension is language modeling, which is essential to helping children language expand. Teachers increase language modeling in their classrooms by asking open-ended questions, having conversations, using advanced language, and repeating and extending children's responses just to name a few (Pianta et al., 2011). These three dimensions of instructional support are teacher focused that require preplanning and consistent positive interaction with children.

Trained and certified CLASS reviewers conducted two 20-minute observations cycles for each of the selected preschool sample. The reviewers then scored the dimension level at the end of each cycle. Grantee-level dimension scores are calculated by averaging the scores from every CLASS observation across the grantee and then use to calculate the grantee domain scores (Pianta et al., 2008). The national average scores for the year of 2011 were 5.90 in emotional support and 2.98 in the instructional support domain (OHS, 2012a). Scores were compared to the 2012 Head Start grantee-level data from the CLASS. Although, the local program met the minimum scores of 5 in the emotional support and classroom organization domains, it did not meet the minimum score of 3 in the instructional support domain and fell in the lowest 10% range in the emotional domain among those grantees nationwide reviewed that year (OHS, 2012a). Further enhancement around emotional support approaches and instructional support approaches of teacher-child interactions is key as Head Start programs provide professional development to their teachers.

Professional development focusing on emotional and instructional support approaches. Curby et al. (2011) showed that within emotional support dimensions, interactions in the classroom were steadiest within a day and least steady within the dimensions of instructional support. These core principles of adult learning will enable program managers, education specialists, mentors, and trainers to build effective learning processes for teachers (Knowles et al., 2011). In order to move toward this purposeful change, Head Start grantees must look at professional development as a collegial effort. Bellanca (2009) stated that in its simplest and most often powerful form, change works

best as a collegial effort that focuses the learners on how they will actually improve their instructions by transferring static information into action. Professional development change through emotional and instructional support approaches will not rely on the assumption that information alone is enough. Quality professional development will anticipate that these emotional and instructional support changes will occur by way of a purposeful, concerted process that includes but is not limited to the sharing of new ideas, information, skills, or beliefs. This is where the core adult learning principles will be foundational as they acknowledge: (a) what the learner is required to understand, (b) the learner's self-concept, (c) the learner's previous skills, (d) their eagerness to learn, (e) their learning emphasis, and (f) their learning inspiration (Knowles et al., 2011). It is important that trainers know each of their trainees' learning needs and how best to meet their needs.

 As the grantee's education specialists move from solely monitoring and evaluating, it is important that they use strategies to coach and develop teachers regarding emotional and instructional support. Although, the education specialists have gained the primary responsibility for education program and training in emotional and instructional support of early childhood teachers they have no formal background in adult learning, training and development. It is prudent that education specialists understand that adults not only learn in a cognitive way but from many aspects and in various circumstances, allowing an expansion of thinking about which instructional approaches could be used to promote adult learning (Merriam, 2010). The knowledge of adult learning will give education specialists insight on how best to meet teachers' training needs.

Emotional support approaches. Emotional support approaches are aimed toward optimistic engagements between the teacher and children. Emotional support assesses the degree to which teachers establish and promote a positive climate in their classroom through everyday interactions (OHS, 2012a). The National Center on Quality Teaching and Learning (2012b) under the premise of the OHS National Centers have developed toolkits to assist the education specialists in developing and implementing strategies to support teachers. These effective practices are intended to support school readiness for all children.

Topics highlighted that reinforce emotional support include: building relationships; fostering connections; being aware of children's needs; creating a caring community along with interest-based learning; giving children responsibilities; and following children's lead (Benard, 2004). There are theorists such as Pestalozzi, Froebel, Dewey, Gesell, Hall, Piaget, Erickson, and Montessori in early childhood education that have official and pedagogical origins in social reformers' work who have proclaimed that development progresses at its best in solid, nurturing interactions within classrooms that meet the individual and developmental needs of the children (Betawi, 2013). Academic and social successes rely on emotional capabilities throughout school and life. The emotions of children are usually a response from a reaction of peers as well as purposefully being introduced the world of emotions, which is vital to some adults (Denham, Bassett, & Zinsser, 2012). Emotions have an effect on every part of life and learning to use emotions in a socially acceptable way is a necessity.

Instructional support approaches. Instructional support considers techniques

that teachers execute the curriculum to increase cognitive and language development (OHS, 2012a). Instructional support topics include engaging interactions: (a) fostering children's thinking skills, (b) providing feedback, (c) focusing children on learning goals, (d) scaffolding children's learning, (e) making learning meaningful, and (f) using the scientific method (OHS, 2013b). It also includes language modeling and conversations: (a) engaging children in conversations, (b) thick and thin conversations, (c) asking questions, (d) expansions and (e) novel words (OHS, 2013b). Research validates that the support of children's skills in language early may start with giving children language experiences that are high quality (Gosse, McGinty, Mashburn, Hoffman, & Pianta, 2014). Interventions in early childhood imply quality conversations in the classrooms to provide the groundwork for school success later because these conversations strengthen early learners' abilities in talking about and understanding vocabulary, educational language, written text features, and the components of story characters (Curenton & Zucker, 2013). Teachers acquire knowledge from each other through new ideas and techniques across all dimensions of learning. Education specialists must allow teachers to have guided teacher walk-throughs (Feeney, 2014) that give teachers the opportunity to observe and be observed in a nonevaluative manner.

Yamauchi, Im, and Mark (2013) have shown that professional development effects on teachers' conversations regarding instruction in preschool classrooms caused an increase in the use of their instructional conversations while they were a part of the professional development program and suggested that the professional development was favorable for all teachers, both new and veterans. Instructional approaches used in early

childhood professional development can enhance what teachers do within their own classrooms. Freeman, Feeney, and Moravcik (2011) found that adult learners in early childhood love for others to read to them, and reported that the contribution of children books to professional development brings participation and significance. Professional development in which teachers receive direct instruction on how to plan and implement vocabulary lessons, and the teachers provide direct instruction to children prove successful in extending conversations during play (Dail & McGee, 2011). Although the literature encompassed plentiful references to professional development, there is lack in the literature concerning focused emotional and instructional support to assist Head Start teachers in the classroom. The literature review reflected a few documented items that explored professional development strategies and highlighted two case studies where Head Start programs used CLASS in their program improvement efforts. This is an issue for the local Head Start agency being required to design professional development specifically to address low CLASS scores in the areas of emotional and instructional support of teachers.

Implications

This case study has the potential of improving the current practice by increasing the responsiveness of administrators, staff, and the local Head Start community to the necessity of focused professional development of Head Start teachers in emotional and instructional support. From the study's findings, I chose to design a professional development curriculum that intentionally use recommended best strategies of emotional and instructional support within a framework of transfer of learning techniques. Another

implication could have been to provide the findings of this research to the administrators, staff, and the local community through a written report and presentation that would encourage them to take the lead in mandating concentrated professional development in emotional and instructional support to increase CLASS scores and teacher-child interactions. I did not choose the written report and presentation of findings for the program because I felt that they would benefit more from the professional development curriculum providing them with a solution that they could physically apply to these emotional and instructional support areas of concern.

Summary

Professional development is a mandated requirement that Head Start teachers, as other qualified early childhood educators need in order to prepare them for the classroom experience. Specifically, low CLASS scores indicate the need for professional development in emotional and instructional support that Head Start teachers can use in the classroom on a daily basis. The key points of this section included the hardships of low emotional and instructional support CLASS scores, the guiding research question of how does the professional development assist teachers in improving these scores, and how the review of research literature has shown that professional development which targets behavior strategies such as coaching and mentoring have a more profound effect in teachers' classroom practices and interactions stated Hamre et al. (2012). Head Start teachers and other teaching professions are challenged with the need of professional development in direct emotional and instructional support to be prepared for today's

classroom. In this study, I explored professional development strategies used in supporting Head Start teachers in emotional and instructional support.

In Section 2, I offer a rationale for the research design of the project study as well as give a detailed display of the study's methodology. In Section 2, I document the population, the sampling strategy, sample size justification, my ethical responsibilities, and my role at the principal investigator. Section 2 concludes with a report of the data collection and data analysis procedures as well as information of the study's qualitative accountability and credibility.

Section 2: The Methodology

Introduction

I selected a qualitative, exploratory, single case study design for this study in connection with its guiding question of how the professional development of Head Start teachers contributes to successful CLASS scores in emotional and instructional support as perceived by Head Start education specialists and teachers. I applied social research in a practical context to gain knowledge in a systematic and empirical way (Flick, 2014). In order to determine the perceptions, I investigated a local Head Start program. The qualitative case study gave me an enriched description of the "approaches of the group" (Creswell, 2012, p. 465) led by the guiding question of this study (Creswell, 2012). The insights from the local Head Start education specialists and teachers presented me with an understanding of current professional development practices related to emotional and instructional support strategies.

I used three types of methods for data collection in this study: focus group interviews, observations, and pre/post CLASS scores documents. The researcher's need for data, situations, and factors in the environment determined whether a focus group interview was necessary (Cheng, 2014). In the focus group interview design, I requested of the participants' queries that gave them an opportunity to articulate their views, ideas, and opinions of the present professional development program. In focus group data, it is vital to capture the dynamics of participants' thoughts and attitudes throughout group communications and discussions (Kelly, 2003). The observations allowed me access to view professional development activities between the education specialists and teachers

while responding to questions that explored resources and strategies expressed. Data collection from observations simplified an understanding of what participants do and how they find alternatives when their practices are found hard to conceptualize (Walshe, Ewing, & Griffiths, 2012). In order to determine whether successful professional development contributions were transferred, I reviewed pre- and post CLASS scores documents. I recorded the data using three approved researcher-produced protocols.

The research problem of this study was low CLASS scores in emotional and instructional support among local Head Start teachers. The questions surrounding this problem requested the perceptions of experienced education specialists and teachers as to what they were doing at the time of the study and what should be done to rectify this concern. In Section 2 of this project study, I provide the analysis of the data from the interviews, observations, and CLASS scores document that addressed the local problem and respond to the guiding question as well as the following research questions:

1. In what ways, do education specialists and Head Start teachers describe the CLASS teachers' professional development strategies currently used for assisting teachers in emotional and instructional support?

2. Which CLASS professional development strategies do Head Start teachers describe as most advantageous in transferring skills into the classroom to increase CLASS scores in emotional and instructional support?

3. Which professional development strategies have positive enabling effects on the outcome of teachers' CLASS scores in emotional and instructional support as perceived by education specialists?

4. After reviewing pre- and post CLASS scores in emotional and instructional support, in what ways were successful professional development strategies and opportunities perceived?

Research Design and Approach

Qualitative Research

This research approach endeavored to provide a deeper understanding of the professional development strategies that will strengthen the outcomes of Head Start teachers' CLASS scores in emotional and instructional support. The exploratory case study design enabled the examination of a certain contextual theory using diverse sources of data (Baxter & Jack, 2008). In order to receive productive descriptions of data within a bounded system, I used an inductive investigative method (Merriam, 2009). This project study focused solely on the local Head Start program's professional development strategies used to assist teachers in increasing their emotional and instructional CLASS scores. The approach was instrumental in that it was mainly considered to give perception into the professional development program of emotional and instructional support (Merriam, 2009).

Research Design Justification

The rationale for the research design was to gain comprehensive knowledge of professional development strategies the local Head Start program use to increase low CLASS scores in emotional and instructional support. The qualitative case study design gave me an enriched description of the "approaches of the group" lead by the guiding question of this study (Creswell, 2012, p. 465). The qualitative case study allowed for

inquiries of the experience of actual education specialists and teachers working in real circumstances (Stake, 2013). The case study approach is common among the education and social science fields (Yin, 2013). This design gave me the opportunity to interview and observed experienced Head Start education specialists and teachers in their natural settings. Stake (2010) expressed that in order to improve current circumstances in a setting, researchers often select a qualitative design. Using this approach, I gained an understanding of professional development strategies the education specialists currently use as well as those the teachers prefer that they use.

Population and Participants

The participants of this doctoral project study consisted of the four education specialists and six Head Start teachers from a local Head Start program in the southwest region of Tennessee. The four education specialists were purposefully selected participants because they developed the professional development strategies for the Head Start teachers. The education specialists provided the best help in understanding professional development strategies as well as expected outcomes. Lodico et al. (2010) described that qualitative research usually exercises a purposeful sampling technique and only particular individuals have the specific knowledge about the experience. The participation of Head Start teachers and education specialists in the professional development regarding emotional and instructional met this criterion. There are currently 188 local Head Start teachers of which 52 (27.4%) have participated in professional development in emotional and instructions support and were eligible to participate in the study. Other factors that determined participation at the time of data collection were

returning staff (staff that have worked more than 1 year in the program), willingness, and

through a simple random sampling. It was my goal to have not more than 10 (20%)

eligible Head Start teachers participate in the study for an in-depth inquiry per individual.

Criteria for Selecting Participants

I used a purposeful, nonprobability sampling in the doctoral project study within

the local Head Start agency population of eligible education specialists and teachers. In

cooperation with the local Head Start agency, the typical sampling used reflected the

average education specialists in Head Start (Merriam, 2009). I used a homogeneous

sampling for the Head Start teachers because of their participation in the professional

development program that focused on emotional and instructional support (Lodico et al.,

2010). A random sample was also used in the stratified population to determine the 10

teachers and four education specialists included in the sample. I used software located on

www.classtools.net called Random Picker and inserted the names of eligible potential

participants. The stratified, random sample ensured an equal chance of being chosen to

participate (Creswell, 2009). I obtained the letter of cooperation from the local Head Start

agency's director (Appendix B) after the proposal approvals of the Walden University

research reviewer (URR) and assigned committee, but prior to Walden University's

Institutional Review Board (IRB), an official written agreement was signed by the Head

Start agency approving the doctoral project study (Walden University, n.d.). Afterwards,

I obtained IRB final approval (Approval # 03-19-15-0303113) to use the project study

protocols. I e-mailed all pilot and eligible participants an invitation letter and the

informed consent form (Appendix C) that required participants' return e-mail to show

evidence of their understanding of this study and willingness to participate. Informed consent infers comprehension and voluntary participation (Flynn & Goldsmith, 2013). Four of the six invited education specialists consented to participate. Ten of the 15 teachers invited, consented to participate over a 3-week period of time. However, only four participants actually attended the first focus group interview and two participants for the second interview. Therefore, due to the no shows of teacher participants, there are six Head Start teachers represented in this study.

Access to Participants

While the Head Start agency ultimately identified participants for the study, those selected were willing to participate and acknowledged an understanding of the nature of the doctoral project study and the connected obligations (Bogdan & Biklen, 2007). A letter of cooperation (Appendix B) outlining the case study process along with the responsibilities of both me as the researcher and the agency was presented to the Head Start director for approval. The Head Start education manager provided the pre- and post CLASS scores, which were premises for focus groups interviews and observations. I gained access by working with the Head Start education manager in scheduling the focus group interviews and observation. Participants who consented via e-mail met with me at arranged locations.

Ethical and Confidentiality Safeguards for Protection of Participants

The person who was speaking during the interviews was identified as education specialist 1, 2, etc. or teacher 1, 2, etc. to guard confidentiality (Lodico et al., 2010) based on the number they chose upon entering the interview room. The Head Start director,

policy council members, management staff, education specialists, and participating

teachers also received copies of the focus group interview protocols (Appendices D and

E), observation protocol, and recording sheet (Appendix F) that were used during the

study. All collected data are electronically secured and stored on a protected password

external drive in a tamper proof file cabinet at my home and is available upon request for

the Walden Office of Research and Compliance. All data of this investigation will be

shredded and appropriately disposed at the end of the 5-year period. In ensuring that

participants are protected from harm, I used my ethical beliefs and background. I valued

the participants and recognized that the credible social impression of the query helped me

continue to be a moral expert (Rossman & Rallis, 2012). I built trust and safety for

participants by being a good nonreflective listener and paying close attention to what was

said (Fern, 2001). In addition to ensuring privacy outside the group, participants were

asked in the consent form to refrain from disclosing information shared during the focus

group. I ensured the participants' voices were heard and they were respected throughout

the teacher-education specialist observations as well as the focus group interviews.

Data Collection Strategy

To collect data, I used an array of both formal and informal data collection

protocols in order to receive detailed feedback and descriptive notes from the

participants. Formative data collected were reported during the course of the study

without the information being altered in any way (Creswell, 2012). Formative data were

collected from focus group interviews, teacher and education specialist observations, and

documented CLASS scores using researcher-produced protocols. Data were used to

inform the administrators of the progression of the study as well as to identify compliance

benchmarks within the study. The benchmarks examined were professional development

activities of mentoring, observations, individual learning plans, and coaching used to

ensure an increase in emotional and instructional support CLASS scores. The agency in

agreement with me sporadically monitored the investigation benchmarks for compliance

of the study.

Focus Group Interviews

The Head Start director selected possible pilot participants for the pilot focus

group interview. I e-mailed them the invitation letters and consent forms. The goal was to

interview participants who shared the CLASS professional development experience and

to generate varying opinions through interactive talk in a permissive environment

(Rossman & Rallis, 2011). Upon receipt of their consents, I scheduled the time and

location of interviews. All focus group interviews were scheduled at times that were

convenient for both the participants and the Head Start program. I conducted two pilot

group interviews, one with two Head Start teachers and the other with two certified

CLASS observers who were not participating in the official study. Pilot participants

tested the questions of the focus group interview protocols to determine whether or not

the questions were difficult to follow, or were not providing the information desired to

gain insight to the RQs of the study. After the pilot interviews, I made the approved

necessary, minor changes in my questions for clarity and proceeded with inviting and

interviewing the selected official staff. I officially interviewed four education specialists

and six teachers in three separate focus group settings to ensure that all the professional

development strategies were addressed from the education specialists and that all effective emotional and instructional support approaches were outlined by the Head Start teachers (Spaulding, 2008). The focus group interviews lasted for 1 hour each. Participants were able to provide historical information, as the line of questioning was controlled (Creswell, 2009).

I captured data and observed multiple participants while recording all interactions and group dynamics during the process (Lodico et al., 2010). In order to add more vigor to the responses and receive further information the use of follow up questions were added (Rossman & Rallis, 2011). The education specialists' focus group interview protocol consisted of seven methodically guided open-ended questions that also remained open to following the participants' topics (Rossman & Rallis, 2011). I used a digital audio recorder to collect interview data during focus group sessions to help ensure accuracy during transcription. Each of the seven questions from the education specialists' focus group interview protocol, as categorized in Table 3, was designed to capture responses from participants who would link to the research questions.

Table 3

Alignment of Research Questions and Education Specialist Interview Questions

Research Question Number	Interview Questions
1	1, 3
3	5, 6
4	2, 6, 7

The teachers' focus group interview protocol consisted of eight guided open-ended questions that followed the same methods of the education specialist questions. These questions allowed for teachers to be open as they shared reflective information. Each of the eight questions from the teachers' focus group interview protocol, as classified in Table 4, was designed to acquire rich answers that would correlated to the research questions.

Table 4

Alignment of Research Questions and Teachers' Interview Questions

Research Question Number	Interview Questions
2	4, 5, 7, 8
3	1, 2, 6
4	3

I also asked a couple of prompt questions for participants to give their specific thoughts on experienced best activities from their viewpoints.

Observations

Implementing observations in this study gave me the opportunity to take field notes on the participants' activities and behaviors while in their natural setting. Qualitative research is guided in natural settings instead of regulated ones and observation is fundamental to all qualitative inquiry (Rossman & Rallis, 2011). I developed an observation protocol (Appendix F) in a semistructured manner using questions that would yield information of how professional development is facilitated and received in the natural environment. Observational consent was requested on each

participant's letter of invitation and consent form. Observation data consisted of detailed descriptions of CLASS professional development activities, participants' behaviors, actions, and interactions (Patton, 1987). Of the five consented participants, I observed four individual teacher and education specialist interactions involved in professional development. Each observation lasted approximately 30 minutes. There were three people in the room: the teacher, the educational specialist, and me. At the time of my observations, the education specialists were training staff in instructional support. In observing the participants I gain insight of how the education specialist facilitated CLASS professional development activities regarding instructional support in the local Head Start agency. During the observations, I witnessed that all the teachers were given the same task of observing teachers via the computer of positive instructional support activities within the classroom. There was no variance in the activity. The teacher and education specialist observation answered the research questions from Section 1, as shown in Table 5.

Table 5

Alignment of Research Questions and Observation Questions

Research Question Number	Observation Questions
3	3
4	4

Additionally, I recorded both descriptive field notes and reflective field notes to control any bias that I may have as a researcher (Lodico et al., 2010). Each of my

observations was written as viewed on the observation protocol. As mentioned before the identity of participants were by numbers in order to maintain ethical protection measures. The observations yield information that indicated a lack of diverse professional development activities regarding instructional support.

CLASS Scores

I retrieved the CLASS scores from the database of the Head Start Director. The education specialists used the CLASS scores from their observation of the teachers as a starting point to the interactions between them. Interactions with the teacher's personalities, environment, and past allowed the education specialists to construct meaning of their behavior. People respond as definers, interpreters, signalers, and symbol and signal readers to objects that are predefined and their actions are only understood when the researcher use methods like participant observation (Bogdan & Biklen, 2007). Therefore, prior to interviewing participants I explored my own experiences, partly to examine dimensions of the professional development, and to recognize personal prejudices, viewpoints, and assumptions (Merriam, 2009).

<div align="center">

Data Analysis

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The documents analysis yielded extracts, quotations, or entire messages from observation records, communication, authorized reports, and open-end interviews (Patton, 1987). After the initial review and my transcription of the interview recordings, the formal analysis began with a search using Wordle to identify key words from the transcripts of the interviews (Feinberg, 2013). Concept mapping allowed for visual expression from data collected (Wheeldon & Faubert, 2009). Wordle clouds assisted me

in a visual layout, attached is a sample (Figure 1) from teachers' second focus group interview. Although, I applied Wordle with all focus groups' transcriptions, I selected the teachers' second focus group Wordle cloud to display in this study because it showed a variety of words without repetition while highlighting the most themes. I identified themes from the most prominent words outlined and determined which words should be transferred into the NVivo 10 database for further tracking of ideas. I implemented a line-by-line scan and reviewed the first and the second cycle coding of the data (Saldaña, 2013). With the concepts and key words in mind, there was a conduction of a preliminary review of the data to obtain an overview of the collected data (Creswell, 2012).

Figure 1. Wordle cloud from teachers' second focus group interview.

I used NVivo 10, an automated qualitative data analysis program, to recognize subtle trends, track ideas, and display connections (QSR International, 2013). I analyzed

the NVivo 10 database by reviewing, merging, and refining my coding, highlighted key ideas through memos where I reflected on data and linked information to other original sources. In analyzing the data, I separated information as it related to emotional and instructional support. I began reading through the interview transcripts; I highlighted related information and began naming transpired themes. As emerging themes came about, I named files with descriptions after them in the NVivo 10 database termed as nodes. I continued to review the transcripts and code the information by placing it into associated nodes. After reviewing my nodes, I initially had five major emerged nodes named scenarios, video/reflection, motivating/support, one-on-one teaching, and modeling. During this iterative process, I collapsed these nodes by creating hierarchies and placing the nodes into smaller themes of observation, mentoring, coaching, and individual learning plans for a thorough description of the data (Bogdan & Biklen, 2007; Creswell, 2012). During my review of the nodes, I was able to visualize what everyone said about each domain as well as view in references the original source as needed.

The interviews gave insights, and some caveats of the biases that some of the education specialists expressed concerning emotional support. Emotional support approaches that reflected teaching behaviors and experiences contributed to positive environments, sensitivity of teachers, and regard for student perspectives. Education Specialist 1 communicated her thoughts on the difficulty of teaching someone intuitively warm and caring strategies in the success of emotional support if the trainee has no innate foundations of love, expressing care, and kindness. Education Specialist 1 continued the interview by expressing that later there was a changed point of view after CLASS

trainings, after learning that teachers want to be shown what they are doing wrong, not just told. Education Specialist 3 articulated that teachers want to be coached and site managers, education specialists, or education managers are good coaches sometimes but, not good players because they do not have the foundation of emotional support. Teaching the concepts and demonstrating emotional support requires a person to practice listening and being sensitive to the ideas of others.

The expressions regarding emotional support allowed participants to be open about their point of views. Education Specialist 2 specified that emotional support is shown through what you have a love for doing however, if someone is struggling in the area of emotional support then professional development on behavior training should be helpful. Emotional support as described by Education Specialist 2 should have behavioral activities merged in its professional development. Statements such as these revealed that some participants believed that social and emotional skills are native behaviors and difficult to "show" someone how to provide emotional support to children. Emotional support is the groundwork for relationships and before a teacher can give instruction, a child has to have a positive rapport with them.

Quality instructional support has approaches that highlight teacher interactions with children of concept development, quality of feedback, language modeling, and literacy. There was homogeneity across all focus groups, articulating that instructional support was the hardest domain to plan for and transfer learning of professional development. When asked about instructional support in the education specialists' focus group, there was some hesitation prior to a respond. Education Specialist 1 expressed that

instructional support is the hardest area among the CLASS domains as shown from the national average CLASS scores, the range is in the low to middle levels and indicated a national struggle for teachers.

> I think that when you are an early childhood professional you come from a background that says 'when you're playing, you're learning' and now when you are hearing words like rigor, robust and high stake testing for four year olds on how well they're doing and what outcomes they have, instruction then changes. (Education Specialist 1, May 15, 2015)

Education Specialist 4 remarked on the different demands of the early childhood profession today versus twenty years ago, stating that professionals of the early childhood community should invest in a Teacher Education Program in order to be successful in instructional support. Later, Education Specialist 1 added that the CLASS instructional support videos have been semibeneficial because they did not show you scenarios within the high scores (5, 6 or 7) CLASS ratings. Education Specialist 1 also remarked about the sparsely observance of CLASS scores in the midrange (4) level from the makers of the CLASS videos. Participants agreed that it is difficult for a teacher to improve in an area when the goal has not been visualized. The videos cannot solely be relied on. Teacher 4 from Focus Group 2 expressed a need for more training in instructional support. Although they had done what they could, there is knowledge of room for improvement in instructional support. The emotional support domain was communicated as a strong area of expertise because of the work attained with children on their individual levels within a

positive atmosphere in the classroom. Positive modeled instructional support approaches are encouraged both via videos and in reality for teachers to thrive for attainment.

As noted, instructional support is the lowest scoring domain across the nation for Head Start programs. However, several emerged themes signified here are all shared opinions of best approaches in both emotional and instructional support. I applied word search queries in NVivo 10 to indicate word frequency of themes and subthemes as shown in Table 6. The word search queries gave me the opportunity to picture the impression of the emerging themes from the replies of the participants. Individual learning plans or one on one planning was spoken the least while, coaching, and/or modeling was mentioned the most. These were emerging themes among all participants.

Table 6

Results of Word Search Queries: Themes and Subthemes

Themes and Subthemes	Number of Times Referenced by a Participant
Coaching (modeling)	23
Individual learning plans (one on one)	4
Observations (scenarios, videos/reflections)	9
Mentoring (motivating/support)	7

In a matrix coding query of my data, Table 7 highlights participants by job title that referenced themes and subthemes across all three groups. This display shows the least often as well as most often mentioned themes and subthemes by education specialists and teachers. Teachers articulated all themes more than the education

specialists. Coaching/modeling was the most popular suggestion followed by

observations, mentoring, and then individual learning plans.

Table 7

Results of Matrix Coding Queries: Themes/Subthemes by Job Title

Themes and Subthemes	# of Times Referenced by an Education Specialist	# of Times Referenced by a Teacher
Coaching (modeling)	2	21
Individual learning plans (one on one)	2	2
Observations (scenarios, videos/reflections)	2	7
Mentoring (motivating/support)	2	5

As shown from Table 7, individual learning plans were not referenced as often

used however, once professional development has occurred or is occurring, there must be

a system of accountability for staff to ensure transfer of learning. Individual learning

plans assist in keeping teachers knowledgeable, focused, and goal oriented (Lesaux,

Jones, Bock, & Harris, 2015). The data of this study showed that education specialists

described the current CLASS professional development strategies as supporting teachers

through assignment of observation of videos and coaching. One education specialist

described it as comprehensive training with all staff using scenarios while another viewed

that it is being consistent and constantly encouraging staff to take themselves to the next

level. The presentations of CLASS professional development strategies were not diverse

in multiple methods.

The data highlighted that teachers often described the current CLASS professional development strategies as observation of videos and mentoring. Data indicated that 100% of the participants specified that observations whether via reflection, peer, scenarios, or skits are most advantageous in the transfer of learning. However, the data via my observations showed a disconnect to the type of observations they value as being transferable in that currently, the sole observations of CLASS videos are what the education specialists applied most. According to the data analysis, all study participants agreed that the best professional development strategies are a mixture of coaching, individual learning plans, mentoring, and observation.

Data Analysis Results

The research problem of this study was low CLASS scores in emotional and instructional support among Head Start teachers. The questions surrounding this problem requested the perceptions of experienced education specialist and teachers as to what is currently being done and what should be done to rectify this concern. I supported every research question with particular interview questions as shown in Table 8. I highlighted specific findings and each research question that was summarized from the interview protocols gained from the literature review. I also identified and discussed data collected from the two observations related to research questions. The findings yielded from the pre and post CLASS scores (Appendix H) indicated that the current professional development strategies implemented were not successful in increasing CLASS scores in the areas of emotional and instructional support. Several post CLASS scores were actually lower after professional development. Appendix H shows very few actual

increases of CLASS scores were attained. Increased scores are an indication of successful professional development strategies describe in these areas. CLASS scores measure teacher/child interactions and are identified by classrooms' names/letters/numbers and not by individual teachers. During the interviews, one education specialist expressed that with knowledge of teachers CLASS scores, recognizing what areas were in greatest need of professional development were helpful. However, timing was an issue. There is a need for more resources to address professional development in a timely manner.

The findings were consistent with the review of current literature as it relates to emergent professional development strategies of choice, which were observations, coaching, individual learning plans, and mentoring. The collection of data obtained from the three focus group interviews highlighted the perspectives and views of the education specialists and the teachers. The patterns, relationships, and themes were coherent on different levels, although their preferences varied as it related to activities. Participants made recommendations from the emerged themes I identified however, there were no new strategies unveiled during this study. As displayed in Table 8 the emerged themes are linked to the research questions and the replies from the participants to the interview questions.

Table 8

Outcome of Interviews and Pre- Post CLASS scores with Participants

Research Questions	Interview Questions	Emerged Themes
1. In what ways, do education specialists/Head Start teachers describe the CLASS teachers' professional development strategies currently used for assisting teachers/them in emotional and instructional support?	ESQ 3, 4, 5, 6 TQ 2, 3	Observations: Video
2. Which CLASS professional development strategies do Head Start teachers describe as most advantageous in transferring skills into the classroom to increase CLASS scores in emotional and instructional support?	TQ 3, 4, 5, 6	Mentoring: Peer and Supervisor Observations: Peer and Video Individual Learning Plans
3. Which professional development strategies have positive enabling effects on the outcome of teachers' CLASS scores in emotional and instructional support as perceived by education specialists?	ESQ 6, 7 TQ 7, 8	Mentoring: Peer and Supervisor Coaching: One-on-One Observations: Peer and Video
4. After reviewing pre and post CLASS scores in Emotional and Instructional support, in what ways successful professional development strategies and opportunities were perceived?	Appendix I	None

Each of the focus group interview protocols, as well as the pre- and post CLASS scores chart were intended to gain answers associated to the research questions. Participants expressed that the experiences of professional development approaches positively affected their CLASS scores. The expressions gave insight from the participants as to what approaches they thought were vital. I outlined the key experienced approaches shared in emotional support and instructional support (Appendix I), accordingly and indicated emerged themes I discovered from the data analysis.

Key Emotional Support Approaches Experienced by Participants

Participants from the education specialists' focus group shared their thoughts about key emotional support approaches that they have used while facilitating professional development. The approaches of observations, individual learning plans, and mentoring were emphasized in the emotional support domain. Coaching was not accentuated as an approach for best practices regarding emotional support among the education specialists. As indicated from data, there was previous bias discussed earlier regarding some of the education specialists' opinion that emotional support of children should be innate for a teacher. Expressions about the mentoring approach were shared from participants across all three focus groups.

Observations. The NVivo data analysis findings relative to emotional support and observations highlighted similar strands of peer and reflective observation as key approaches. Peer to peer observation offered low CLASS scoring teachers the opportunity to witness high CLASS teachers in the classroom environment using approaches that have been successful. Reflective observations allowed for teachers to

visually perceive themselves via a video and analyze their own approaches as to which ones were effective and which ones were not effective. Table 9 displays a summary of all participants' responses in this area.

Table 9

Themes Emerged from Observations for Emotional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		Learn how to be able to listen to what teachers are telling us, Be good observers so, that we can see what they're doing wrong and really problem solve and strategize on what tools they need to get better	Observation and discussion
Education Specialist 2		Hands-on is the best, show scenarios where teachers are actually performing in CLASS score ranges	Modeling
Education Specialist 3		Teachers perform scenarios and the education specialist ask the staff to write down exactly what they saw	Modeling
Education Specialist 4		To view actual videos of the observation and give the teachers the DVD to have for themselves to review their self actually working in the classroom	Reflective observation
Teacher 1	1	In other places, they are using the camera observations. If there is a teacher who has a very high scorer in a certain area or particular domain others can see exactly what they are positive in.	Peer observation
Teacher 2	1	A lot of CLASS training was video	CLASS video observation
Teacher 3	1	I use observation to notice patterns and temperaments of the children.	Children observation
Teacher 4	1	Education Specialist come out to observe to see did you pick up on anything from the training	Instructional observation
Teacher 3	2	I use observation to see things in a different perspective	Reflective observation
Teacher 4	2	Education specialist gave us a website to visit and watch videos of how we can interact with children in the classroom	Instructional observation via CLASS video observation

A strategy such as recording the teacher interactions with the children in the classroom then reviewing the video with the teacher was the most common suggested trend among all participants. The goal of the education specialists' observations were to acknowledge lack of teaching behaviors and experiences that do not contribute to warm, supportive interactions, excitement about learning, or comfort in their surroundings. Another professional development approach that was mutual among all participants was to pair low CLASS scoring teachers in emotional support with those of high CLASS scores. The education specialists' goal for pairing teachers was to view quality teachers in their natural setting and gain an understanding of how these teachers interact with children to see those teaching behaviors and experiences that provide quality emotional support. From one of the teacher's perspective, the use of observation of Clifford, Caillou, or Sesame Street video clips on sharing or other sensitive skill is a key practice in emotional support in her opinion. The practices of direct observations of the education specialists and of teachers among their peers were articulated as beneficial from the participants.

Individual learning plans. From the NVivo data analysis, individual learning plans were not as popular as other methods however, participants from all three focus groups agreed that one on one plans have been vital to their learning (Table 10). According to Victoria State government (2013), the use of reflective learning techniques and collegiate professional development embedded within the plan can reinforce learning. Teacher participants expressed that they have benefited from plans of action tailored to their unique learning styles.

Table 10

Themes Emerged from Individual Learning Plans for Emotional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		Agreed with Education Specialist 2, no direct comment	
Education Specialist 2		It is important to communicate with teachers one on one	Open conversation
Education Specialist 3		Tell the teachers what they need individually	Individual discussion
Education Specialist 4		Agreed with ES 2 and ES 3, no direct comment	
Teacher 1	1	Agreed with teacher 3	
Teacher 2	1	Agreed with teacher 3	
Teacher 3	1	One on One is necessary	Individual conference
Teacher 4	1	Agreed with teacher 3	
Teacher 3	2	Agreed with teacher 4	
Teacher 4	2	more one on one individual feedback is needed	Individual discussion

Individual learning plans for emotional support were recognized as important to collaborating with teachers to ensure growth in their development. Activities such as conferences with a plan of action outlined for discussion has been a key practice in early childhood that inform teachers on exactly which indicators are not being met in the area of emotional support and what needs to done in order to improve (Fairfield, 2011). A plan in writing can help teachers comprehend objectives, develop a checklist, and set practices to follow. Just as children are different learners and teachers should have a

variety of ways for them to gain information, so are teachers. Therefore, knowing the

individual learning styles of teachers are beneficial in developing individual learning

plans. NVivo data results showed that all participants considered that individual learning

plans were essential.

Mentoring. Several participants agreed that mentoring both on an instructional

level and on a peer level has been a practice used by many teachers and education

specialists. Mentoring allows the mentor to give the mentee hands-on instruction that

they can apply immediately in the classroom. It builds trust and a relationship that

teachers can build confidence in supporting children emotionally as they mimic their

positive relationship with their mentor. A teacher participant mentioned that peer

mentoring or modeling is a great strategy in this domain among children as displayed in

Table 11. Mentoring can be implemented on a variety of levels in the training and

development for staff and in the classroom with children.

Table 11

Themes Emerged from Mentoring for Emotional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		I think that we have to learn how to be able to listen to what teachers are telling us in mentoring them	Listen and mentor
Education Specialist 2		Agreed with 1, maybe give professional development on how to deal with behavior or challenging behaviors	Offer training regarding challenging behaviors
Education Specialist 3		I mentor by allowing hands on training with them so that they can see what they need to do in the areas of improvement	Hands on mentoring
Education Specialist 4		Education specialists know what training needs a teacher may have and if that teacher can be used to mentor other staff	Individual resource Mentoring
Teacher 1	1	Agreed with teacher 2	
Teacher 2	1	Peer mentoring or modeling is a great strategy among children	Peer mentoring
Teacher 3	1	Education specialists could find out who scored stronger in certain areas then other teachers did and allow them to do a skit	Peer mentoring
Teacher 4	1	Agreed with teacher 3	
Teacher 3	2	Teachers should mentor each other as well and I feel that if we all work together in the same center, we should get together and ask questions such as how did you handle this and just work with each other	Peer mentoring
Teacher 4	2	Agreed with teacher 3	

Section 2 data analysis indicated that mentoring on varied levels is necessary for growth in the area of emotional support. Staff usually respond or act as they have been taught in many situations. Although many participants felt that this is a key practice, they expressed it is not used as often due to time limitations. There are concerns regarding teachers' lack of time to prepare for curricula and to work together with their peers (Henderson, 2010). Teachers and education specialists alike expressed that it is time consuming to mentor staff as needed throughout the program year because of other demands and requirements that must be accomplished. Time limitation triggered them to use less reliable approaches that do not appear to be effective. Breidenstein, Fahey, Glickman, and Hensley (2012) discussed how important adult learning is and that students increase in learning when adults learn from each other. Accommodations given to allow for mentoring to take place more often for teachers while among children would be fundamental to everyone.

Key Instructional Support Approaches Experienced by Participants

Participants from both teacher focus groups shared their thoughts about key instructional support approaches that they have used while providing professional development training. The emphasized areas in instructional support were coaching, individual learning plans, mentoring, and observation. It is important to acknowledge the experiences of current early childhood teachers regarding certain approaches in professional development and how those experiences affect or does not affect them in the workplace. As teachers share experiences that they may have concerns about with trainers when working together, solutions can be attained. Education specialists and

trainers within any workplace could better serve trainees on the job with these key

approaches.

Coaching. Instructional coaching was highly regarded among the teachers since

they have had a difficult time obtaining high CLASS scores in instructional support.

NVivo data analysis showed that all participants were in agreement that any time

instructional coaching can take place it is preferred because it allows for "show and tell".

Regardless of who offers it, an education specialist, consultant, or a peer, teachers

expressed that they can learn more if they can visualize how it is done. Guidance in this

domain was always welcomed to all the participants of this study. Data indicated earlier

that preconceived ideas from participants about the emotional domain being a part of the

natural makeup within a person and participants expressed feelings as to whether or not

emotional support could be taught. Therefore, the findings did not reveal coaching as a

key approach in emotional support. Table 12 shows the results about coaching for

instructional support.

Table 12

Themes Emerged from Coaching for Instructional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		I would say coaching, but I would also say that I know one program did a peer-to-peer approach where they took a struggling teacher and allow her to visit another program that was doing well in that area and the teacher's skills were developed more.	Peer to Peer coaching
Education Specialist 2		Agreed with ES 3	
Education Specialist 3		Coaching requires consistency in what we are doing	Consistent coaching
Education Specialist 4		Agreed with ES 1 and 3	
Teacher 1	1	As far as the children, I coach them through my expectations: do your best two, treat others the way you want to be treated and three, and be safe	Model coaching
Teacher 2	1	We work around the subject matter. I talk to them about it and then ask them questions. I add to the conversation with leading questions that coaches them.	Classroom coaching
Teacher 3	1	I think teachers can coach each other collectively as a group to be better based on our individual (CLASS) scores.	Peer to Peer coaching
Teacher 4	1	Agreed with teacher 3	
Teacher 3	2	Agreed with teacher 4	
Teacher 4	2	With dual language learners, I do a lot of self-talk. I coach them by asking a question and answering it. I also use cue cards with pictures to illustrate.	Classroom coaching

Before rating and evaluating staff, participants communicated that employers should ensure coaching and development are in place within the agency's policies. NVivo data analysis showed that coaching (modeling) was referenced more than any other approach. This is an indication that employees want to know what to do and how it should be done.

Individual learning plans. Individual learning plans are written documents that teachers can review and use to gain knowledge of an area. One participant expressed that a preconference with the observer will ensure that they have an understanding of the culture and climate of the classroom prior to the visit. When observation takes place there is a consideration of the history between the teacher and children. Another participant agreed, and added that one on one modeling also could be an option of what language modeling and literary looks like because teachers have different teaching techniques. Data analysis as shown in Table 13 revealed that only one teacher commented on individual learning plans as it relates to instructional support and the others from the focus group agreed linking the plans to observations and modeling.

Table 13

Themes Emerged from Individual Learning Plans for Instructional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1			
Education Specialist 2			
Education Specialist 3			
Education Specialist 4			
Teacher 1	1	Agreed with Teacher 3	
Teacher 2	1	Just to piggyback on what was said, it starts at the beginning, you introduce lessons but, you start where the child is	Individualize Training
Teacher 3	1	Instructional support is basically building when you talk about the vocabulary, taking what you already know a child pretty much knows individually and build from that	
Teacher 4	1	Agreed with Teacher 3	
Teacher 3	2		
Teacher 4	2		

Expressions from Focus Group 1 were directed mainly towards the individual learning plans with children in the classrooms. A participant mentioned individual learning plans in relation to instructional support through observation, which is displayed in Table 15. Individual learning plans are necessary in professional development of instructional support because just as teachers must work with children where they are so do education specialists with the teachers. Not all teachers will enter the classroom with the same instructional knowledge as others. Individual learning plans should focus on every teacher's need to help individual teachers move forward in instructional support.

Mentoring. Mentoring was prevalent for the instructional domain just as it was for the emotional support domain. Teachers agreed that being mentored by education specialists is good; however, they also stated that peer mentoring will be a great practice where they can share current ideas and recent proven activities that work in today's classrooms from teachers with high CLASS scores in instructional support. Table 14 displays the results from the data about mentoring as it relates to instruction support.

Table 14

Display of Results about Mentoring for Instructional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		Peer to Peer Mentoring, connecting teachers to help each other	Peer to Peer Mentoring
Education Specialist 2		Agreed with ES 4	
Education Specialist 3		I allow hands-on training so that they can see what they need to do in areas of improvement	Hands On Mentoring
Education Specialist 4		Because you know the teachers' training needs, select another teacher that can mentor	Individualize Mentoring
Teacher 1	1	Peer tutoring and modeling are major resources for me	Peer Mentoring
Teacher 2	1	The education specialist and I had a lot of similar ideas about how to do things in the classroom. So, I took her as a mentor.	Instructional Mentoring
Teacher 3	1	If a teacher scored high in instructional support they can do a skit in the block area and other areas as needed so that as peers, we are help to each other and not relying on management or anybody else	Hands On Mentoring
Teacher 4	1	Agreed with Teacher 3	
Teacher 3	2	When planning, teaching teams come together in instructional support	Peer to Peer Mentoring
Teacher 4	2	Using back and forth conversation show higher order of thinking for both children and between adults	

Mentors cannot be found in everyone. Mentors should be carefully selected and matched to mentees to ensure that transfer of learning takes place in a positive and productive manner. Organizations can benefit from positive outcomes if employees apply what they learn in training on the job (Saks & Burke, 2012). Mentoring is foundational for most teachers regardless of specialized area. Participants were very expressive and supportive of mentoring.

Observations. Observations under the instructional support domain were geared toward class demonstrations of what instructional support looks like in each learning center such as blocks, math, science, social studies, housekeeping, and water table. The findings from my observations of professional development discovered that the majority of education specialists solely use the CLASS 15-minutes video to support teachers mainly because there is yet to be seen consistent, above average scores in this domain. According to the data analysis from this study, hands-on observations are considered the best practice for instructional support. Table 15 shows the participants' replies regarding their thoughts on instructional support observations.

Table 15

Display of Results about Observations for Instructional Support

Participant	Focus Group	Key Approaches	Emerged Themes
Education Specialist 1		the CLASS videos have been semibeneficial and I use the word "semi" has been in the instructional support because if you look at the videos even as a trainer, they (Teachstone) can't really show you a video, we are yet to see a video with a 5, 6 or 7 CLASS score. The most I have seen as a trainer has been a 4, which is very sparse. It is hard for a teacher to increase in an area when they cannot visually see what they are striving to get to.	CLASS videos
Education Specialist 2		No response	
Education Specialist 3		No response	
Education Specialist 4		I did show them (teachers) some videos on instructional support and concept development and from what I saw then and what I also saw on the training well, the first thing the teachers said was "that's unrealistic". We need to video some of our own classrooms just so we can show them.	CLASS videos

<div align="right">(table continues)</div>

Participant	Focus Group	Key Approaches	Emerged Themes
Teacher 1	1	Agreed with teacher 3	
Teacher 2	1	As far as professional development in instructional support, we were shown a lot videos and then we did have some small group as well	CLASS videos
Teacher 3	1	I would like to see is that someone comes in and actually do you a class demonstration in a classroom and show us. If we were in blocks how do we make sure that we touch all positive emotional and instructional components in blocks and then move to housekeeping and make sure we're tackling all those	Hands-on Observations
Teacher 4	1	Agreed with teacher 3	
Teacher 3	2	I prefer hands on instruction, maybe see it in a skit	Visual Demonstrations
Teacher 4	2	I think more one on one individual instruction is needed, when someone comes into my classroom to observe me see what I am doing and then after that let me know through feedback, what I can do to improve what I am doing wrong in the classroom.	One –on-one and Hands-on instruction

Evidence of Quality

The accuracy and credibility of this project study were secured by receiving information exactly the way it was given. The observation process allowed me an opportunity to understand and gain information of the participants' intentions to do through their actions. After transcription of the interviews for member checking purposes, I e-mailed each participant a copy of their dialog to review for accuracy and gave participants a chance to correct unintentional mistakes and challenge what they perceived as inaccurate interpretations. E-mailing participants their own responses ensured that there were no breach of confidentiality and acquires respondent on the record with their replies. There were no returned e-mails with concerns or changes by participants. Upon completion of the observations, I compiled my notes and compared them to the audio recordings to ensure consistency. I e-mailed participants again with an opportunity to view summarize preliminary findings, assess competence of data, and provide confirmation of particular attributes of the data. As mentioned all notes, recordings, and transcripts have been securely stored and will be maintained for a minimum period of 5 years.

I substantiated my findings by using triangulation of member-checking strategies from the qualitative data of three focus group interviews, five observations, and previous CLASS scores. The previous CLASS scores were placed in a side-by-side chart to view at a glance increased scores following professional development and analyzing data to identify successful strategies. This project study consisted of realistic and valid information that delivered the views of the participants and detailed description of the

professional development strategies outlined to increase CLASS scores of Head Start teachers.

Summary of Outcomes

Early childhood researchers are continuously searching for ways to better the practice of early childhood education. The research and practice relationship is crucial to fostering young children and their families' lives. Many early childhood teachers have ideas and suggestions that need to be connected to the researcher. This project study highlighted relevant responses to the problem surrounding low CLASS scores in the areas of emotional and instructional support as well as addressed the guiding question of how do the professional development of Head Start teachers contributes to successful CLASS scores in emotional and instructional support as perceived by Head Start education specialists and teachers. All collected data surrounding the research questions and theories of andragogy and Mezirow's transformative learning is concisely outlined within this summary. It is clearly recognized from the findings that there is not just one approach to professional development that would help increase CLASS scores however, a variety of many are necessary in order for Head Start teachers to be successful in emotional and instructional support. There were three common recommendations given during the interviews in which I desired to share.

Specialized Training for Licensure

Due to the fact that early childhood (birth to age 8) is a profession that is continuously evolving, one participant suggested that a curriculum be developed in partnership with an educational institution that once completed will add a licensure to the

early childhood teacher. This curriculum should submerge the current teacher education training and testing to attain a state teacher license in Prekindergarten to grade 3. This specialized early teacher education training could be foundational in the quality and continuously professional development that the early childhood professional need in order to remain abreast to best strategies and approaches to early learning. This recommendation is discussed further in Section 4 of this study under future implication.

Videos in Natural Head Start Settings

Another participant from teacher's Focus Group 1 recommended that all high CLASS scoring Head Start teachers across each region publish videos that are in their natural environment specifically in the areas of instructional support to demonstrate true Head Start classrooms. Participants agreed that the demonstration of a classroom with the same dynamics of culture, ratios, and diversity of children could help them see the expectation of this domain. One participant also suggested that the videos be posted to a group cloud that is conveniently accessible to all early childhood professionals when support is needed. Head Start staff must ensure proper consents are obtained from parents prior to any video recordings and the Head Start administration staff must be sure to secure access to the group cloud only to Head Start staff.

Transfer of Learning Approaches

All participants acknowledged the concept of transfer of learning that is needed in professional development to exhibit progress in the classroom with children. The realism of the circumstances, as expressed through the pre- and post professional development CLASS scores, is that most early childhood teachers have not gain an understanding of

the presented professional development and most Head Start education specialists or trainers have not captured quality strategies for transfer of professional development for effective adult learning. Therefore, from the findings I propose that education specialists or any early childhood trainer be knowledgeable of andragogy and be aware of strategies that ensure staff's ability to transfer learning before, during, and after professional development is conveyed. In order for learning to have the capability to transfer, there has to be an understanding of both the context in which the information was taught and the potential of how it can be applicable in other situations (Yardley, Teunissen, & Dornan, 2012). A few participants also recommended that once high scoring teachers are acknowledged then perhaps they can "show" us what instructional support looks like in all areas of the classroom and we repeat those skills.

Within the context of literature reviewed for this study and the conceptual framework of an action-oriented approach (Lodico et al., 2010), the findings of this study offered immediate insight and creativity that could be implemented in this present time as well as enhancing relevant decision making for management about professional development in the future. Teachers have to convert the knowledge, abilities, and conceptions they gained from professional development into their behavior and way of thinking (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). The findings exposed that management need to ensure that adult learning is focused, that the information via best practices is understood and applied in the classrooms.

Project Deliverable as an Outcome

This project study stimulated from the need to increase Head Start teachers' CLASS scores in emotional and instructional support through professional development. The conduction of this qualitative study permitted me to gain insight of the education specialists and early childhood teachers' perspectives of best practices needed to increase CLASS scores as well as observe what professional development strategies currently being used. I found that although the education specialists were providing some professional development to the teachers, varied best practices, and transfer of learning approaches were not consistently offered or present at all. The National OHS has selected the CLASS tool to measure teacher-child interactions and score them as whether or not they are successful. Therefore, it will be beneficial to continue using the training resources acknowledged from the National Center of Quality Teaching and Learning. The education specialists and trainers however, need to foster a system that has better, more effective approaches of transferable information delivery.

As an outcome of the results of this project study, I, through consultation with my committee, developed a creative professional development system. I identified current best practice professional development strategies and a specific transfer of learning approach with many activities to structure professional learning. Thus, the result of this study was a professional development framework that consists of materials to include focused best practices designed to transfer the learning and commendations that further guide trainers for continuous quality professional development of early childhood teachers in a fast paced learning environment.

Conclusion

This section included information specific to the situation, ethical measures employed for participants, data collection, data analysis, and concludes with a detailed report of research results. This case study embraced the human experience as facilitated by interpretation through the participant's viewpoint and gave significant understanding to the strategies of professional development desired in emotional and instructional support for increased CLASS scores. The data collected and analyzed from this study imparted to the Head Start director and management team of valuable information that lends to the present professional development program's strengths as well as weaknesses.

I give a comprehensive description of the project in Section 3 to include the goals of the data presentation from Section 2 and project genre's rationale. The next section has a literature review that supports the chosen project genre, professional development curriculum, and materials. In order to put emphasis on the need for professional, ongoing training using work engaged resources (POWER) I entitled the project, POWER training. In Section 3, I discuss the implementation of the proposed project with resources, limitations, the evaluation of the proposed project, and social change implications.

Section 3: The Project

Introduction

In this section, I provided an insight to the proposed project designed in a professional development/training curriculum and materials genre. The findings of the study led me to the formation of the POWER training system. The words in the title, professional ongoing work engaged resources, were chosen specifically because they reflect that this professional development curriculum frames professional resources in the work environment inclusive of ongoing successful transfer of learning methods. The post professional development CLASS scores showed that although the Head Start teachers were receiving some professional development in the areas of emotional and instructional support, the knowledge received during the training was not transferred and used within the classroom on a consistent basis. I obtained triangulation of the study's data from focus group interviews, professional development observations, and CLASS pre- post professional development scores to determine the professional development best practices of both emotional and instructional support. I established that a need is present for consistent, successful professional development strategies in emotional and instructional support that assist Head Start teachers in yielding higher CLASS scores. Many of the participants from the study expressed the need for coaching, individual learning methods, and observations as sustainable professional development strategies. Section 3 includes a description, goals, rationale, and literature review of the proposed POWER training system. This section also includes a plan for implementation and proposed evaluation for the POWER training system.

Description and Goals

In this study, I emphasized Head Start education specialists' and teachers' perceptions of their best practices of professional development in emotional and instructional support for increased CLASS scores. The professional development strategies used to assist teachers in emotional and instructional support in this study have general characteristics that other Head Start education specialists practice during professional development. The POWER training system includes best strategies to transform the learning and recommendations that will further guide trainers for continuous quality professional development in a fast paced learning environment among early childhood teachers. Education specialists and other trainers in the professional field of early childhood would benefit by purposefully using the numerous resources provided by the National Center of Quality Teaching and Learning. More effective strategies are shared in the POWER training system for trainers in delivering information to teachers.

At the time of the study, the local Head Start agency provided the staff with a preservice training event prior to the school year. I proposed that during the preservice event, this POWER training system focusing on emotional and instructional support will present its kickoff full-day training session. The end of the kickoff session will initiate the first of three phases (each lasting 3 months) within the POWER training system. During the phases there will be individualized and center-based training sessions, collaborative monthly learning community meetings, coaching, observations, and evaluations taking place. There are also two in-service half day sessions scheduled. One half day session between Phase 1 and Phase 2 then another half day session between

Phase 2 and Phase 3. These half day sessions will consist of alliances of center-based, locally paired staff to have the opportunity for emotional and instructional support cross training via peer discussions and demonstrations (Appendix A). The final training is a full day post service event that will occur after the school year to reflect on the overall POWER training system and set the stage for the upcoming school year. The POWER training system is designed to provide participants with information that would broaden their understanding of CLASS and how to integrate emotional and instructional support strategies within their daily work environment with the ultimate goal of supporting teaching staff annually in increasing their CLASS scores.

Rationale

The rationale behind the proposed POWER training system is to attain and maintain a high level of quality services in emotional and instructional support for children. Lino (2014) communicated that the professional development of teachers has progressed beyond in-service workshops and has extended into a system of more vigorous continued education. I chose to develop a professional development system for this project study based on both participants' responses and my observations of participants and documents related to CLASS scores in this study. According to the data analysis, as presented in Section 2, the current professional development for teachers in the area of CLASS does not offer a variety of effective training approaches and it lacks transfer of learning techniques. Therefore, teachers are not given opportunities to retain or use the information they received from current training in the classroom.

Many education specialists learn to train on the job; increasing the possibilities that they naturally use those anagogical techniques and methods they were taught which may no longer be considered best practices (Carey & Grant, 2014). Evidence from the literature maintained that teacher-child interactions displayed in the classroom are a result of lessons taught or experienced from the teacher (Heijnen-Maathuis, n.d.). Professional development is a critical component in refining the significance of teacher-child interactions in the early childhood profession (Zan & Donegan-Ritter, 2014). This proposed professional development system allows for programs to integrate current research based best practices within job embedded training.

The data analysis from this study presented best practices recommended by both the education specialists and the teachers in order to increase CLASS scores in the areas of emotional and instructional support. From my observations, I recommended a specific transfer of learning approach with a variety of transferable learning activities. By using a professional development system that is interwoven in best practices and transfer of learning activities, an opportunity will be given to early childhood teachers for engaging in various approaches with meaningful and effective teaching strategies. The design of this proposed project offers a system for ongoing effective training that encompass both best practices of professional development as perceived by education specialists and teachers as well as align transfer of learning activities throughout each training phase. The proposed project is designed to eliminate the risk of federal deficiencies in the emotional and instructional support areas by giving education specialists and trainers an

effective professional development system that will assist teachers in the possibility to increase their CLASS scores.

This ongoing professional development system focused on emotional and instructional support domains that provide consistent support to its participants' knowledge and skills growth. Smylie (2014) communicated that there is a problem with the quality of the professional development opportunities to which evaluation may be linked. The proposed project is also substantiated in my experience that successful early childhood teachers require ongoing provision and training of quality that can be linked to evaluation. This POWER training system originated from the findings of the study that indicated the lack of knowledge transfer from professional development to the classroom. The POWER training system addresses specific training needs of Head Start teachers that can be aligned with teachers' individual evaluations and the overall Head Start agency's evaluation.

By using the proposed POWER training system, the agency will highlight the best practices of coaching, individual learning methods, mentoring, and observations from the perspectives of education specialists and teachers who will assist Head Start teachers in obtaining higher CLASS scores in emotional and instructional support. Professional development strategies and recommendations were also expressed from the analysis in Section 2 as shown in Tables 8–15 and exhibited in this POWER training system through creative, year-round, interwoven, best practiced activities. The content of the POWER training system addressed the problem of low CLASS scores in emotional and instructional support via key speakers, PowerPoint presentations, round table rotations,

hands-on learning centers, individual and center-based training sessions, collaborative learning communities, peer and mentor coaching, observations, and evaluations by focusing on emotional and instructional support strategies within this professional development system that ensures transfer of learning. The POWER training system is designed to resolve the problem of low CLASS scores in emotional and instructional support if the system is implemented with guidance.

Review of the Literature

I conducted a review of literature that relates to a professional development system designed to use transfer of learning methods. The transfer of learning methods help teachers attain and maintain CLASS scores, and therefore, eliminate the risks of federal deficiency in the areas of emotional and instructional support. For this literature review, the following databases were searched in the Walden Library: ProQuest, EBSCO, Google Scholar, ERIC, Sage, Education Research Complete, as well as Dissertations and Theses. Search terms (including Booleans) were: *comprehensive of quality professional development, early childhood professional development, Head Start professional development, transfer of learning, sustainable professional development techniques, knowledge transfer activities in professional development, transfer of learning professional development methods,* and *transfer of learning best practices in professional development*. In supporting this literature review, I used the transfer of learning best practices of coaching, mentoring, individual learning methods, and observations for early childhood teachers. I also defended the purpose and necessity of transfer of learning activities within this professional development project.

Instructional support requires ongoing professional development that is focused and planned intentionally. According to Wei, Darling-Hammond, and Adamson (2010), effective professional development should be continual, focused, aligned with agency's goals, and engaging for stronger teacher-to-teacher relationships. The beliefs and practices of teachers are developed from their professional training and experiences (Riojas-Cortiz, Alanís, & Flores, 2013). A teacher's history, such as attitudes, faith, self-worth, years of experience, and opinions of how they impact the life of a child, may all be associated with classroom implementation; however, the quality of professional development in early childhood has recently gained many researchers' attention (Banerjee & Rude, 2013). The broader a teacher's experience, wisdom, and abilities, the more children will gain from their teacher (Cole, 2008). Early childhood teachers' credentials and education have increased by demand over the last few years (Improving Head Start for the School Readiness Act of 2007, 2007). Strengthening the qualifications of teachers as a focus may only be part of the answer that would provide significant improvements in professional development (Son, Kwon, Jeon, & Hong, 2013). Debates have been framed in the relationship of early childhood teachers' credentials, education, and ongoing support (Ritblatt, Garrity, Longstreth, Hokoda, & Potter, 2013). Both emotional and instructional support requires teachers who are willing to use all their knowledge and skills from various past and future avenues to benefit children in learning.

Current Early Childhood Professional Development

Findings from this study have shown that effective approaches in early childhood professional development are observations, coaching, individual learning plans, and

mentoring. This study's findings revealed that currently CLASS video observations are the primary resource and activity for training in instructional support while mentoring and individual lesson plans were offered occasionally for emotional support. The findings of this study also highlighted that coaching is a desired approach and considered a best practice in the early childhood community but is not implemented in the program due to time restraints. Professional development traditionally is a one-way, short-term linear transfer of knowledge from the trainer to the trainee (Barber, Cohrssen, & Church, 2014). The current early childhood professional development at the local Head Start agency does not include transfer of learning activities either as indicated by the findings of this study. Learner readiness, learning transfer design, and organization activities are needed to ensure the effectiveness of the professional development.

Currently, after years of CLASS video observations, mentoring, and individual professional development activities with Head Start teachers, the latest average national CLASS scores released in 2014 by the OHS revealed progressively increased scores in the emotional support domain; however, in the instructional support domain there are no steady improvements found within the last 3 years as outlined in Table 16. Data from this study have shown that teachers' CLASS scores in the emotional support domain improved while no advancement occurred in instructional support. Frost (2012) acknowledged that missing from recent discussion is clarity that links professional development, classroom development, the creation of knowledge, and transfer. The local Head Start agency was no exception to having low, inconsistent CLASS scores in instructional support post professional development activities.

Table 16

2012, 2013, and 2014 National Average of CLASS Scores by Domain

Domain	2012	2013	2014
Emotional Support	5.90	5.99	6.10
Classroom Support	5.45	5.63	5.83
Instructional Support	2.98	2.72	2.90

Note. From "A National Overview of Grantee CLASS Scores in 2014" by OHS, 2014, Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/data/class-reports/docs/national-class-2014-data.pdf

The outcome of these recent CLASS scores demonstrated and documented the research described in Section 2 that professional development undeniably has to change to include ongoing effective transfer of learning techniques especially, in instructional support if it is to meet teachers' need. According to the participants of this study, some of the Head Start teachers CLASS scores in instructional support increased due to available time for education specialists to provide a variety of professional development approaches with the teachers however, these scores still detected teachers who need further training. The POWER training system was developed to meet this training need.

POWER Training System

I formed the POWER acronym title for this training system from the components of words that describe the essential parts of any successful training. The first word is professional. Teacher professionalism in education is attaining specific standards regarding competence (Demirkasımoğlu, 2010). In order for early childhood teachers to plan and implement developmentally and culturally appropriate curricula that challenges

and supports children, build their language, literacy, math, and other competences they

require specialized learning of child development, families, pedagogy, and academic

disciplines (Pei-Wen, Liang See, Jyh-Chong, & Foong Ling, 2015). Therefore, the

adjective, professional, was fitting to begin with. Trainers on all levels must be

knowledgeable to ensure the proficiency of teachers. The next word I chose was on-

going. Currently, in organizations there is an increasing need for constant learning at all

organizational levels: individual, team, and organization (Sessa & London, 2015). It is

necessary to give people several opportunities to learn in the workplace. In order for early

childhood teachers, education specialists, and trainers to build the needed capacity to

engage with and lead reform in their arena, the constant professional development is

essential to their responsibility (Whitington, Thompson, & Shore, 2014). People learn in

different ways and at different times. The third, fourth, and fifth word I selected function

together: work engaged resources. This system is designed to give employees the

resources they need to connect within their work. Employees want to know how the

professional development training will affect them and their work. Staff does not have

much interest in training or change if it does not affect them, add value, or help them

accomplish a goal (Pennington, 2013). The acronym for these words, POWER, is

designed to indicate the force and requiring something to change.

This POWER training system includes some professional development techniques

out of the diverse spectrum of professional development methods for teachers. This

training system ongoing framework allows participants to get involved in numerous ways

throughout the school year. The POWER training project embraces the best practices of

observations, individual learning plans, mentoring and coaching by merging them with transformative learning methods within an ongoing professional development system to create change. The best practices of these approaches from the findings of this study are discussed in the next few subtopics. There is a need for educators to learn how to apply best practices that comes from research studies and a need for researchers to investigate any issues that appear from teachers' experiences (Snow, 2011). The POWER training system is a designated flow of best practice activities that arose from the findings and taught using transfer of learning techniques by assigned staff. The POWER training system is a product from the findings of this study.

Best Professional Development Strategies of Observation

The educational method of observation has been a popular choice for many years as a means to improve teaching quality. The process of observation is comprehensive, reflective, and developmental for some student teachers and teacher educators (Lofthouse & Wright, 2012). The classroom observations of low CLASS scores are activities that initiated the POWER training system. Education specialists and teachers agreed that both peer and mentored observations are techniques that assist them most in gaining learning from others. Peer observations among teachers entail observers giving detailed learning and teaching strategy feedback to their peers (Sullivan, Buckle, Nicky, & Atkinson, 2012). Observing a modeled lesson, another teacher in the classroom, skit, or reflecting of self gives the teacher a point of view from the outside that allows them to envision effective or ineffective strategies in action and the opportunity to choose the effective ones in solving problems.

Best Professional Development Strategies of Individual Learning Plans

Individual learning plans are also known as personal or professional development plans. This world requires directed, self-guided and collaboration in learning (Ballard & Butler, 2011). Several tasks construct a learning plan. The trainer must analyze the teacher learning needs, identify characteristics surrounding their needs, research specific strategies or interventions, and plan professional implementation from theory of change assumptions (Killion, 2013). Vital to teacher's learning, individual learning plans allow focus on the process rather than knowledge and how to learn rather than what is taught (Lewis, 2012). Addressing individual teachers' needs through plans that include education driven by data, expertise development, and educational topic-specific assignments will target and grasp the attention of the learner (Friese, 2013). Individual learning plans set the foundation for more advance coaching.

Best Professional Development Strategies of Mentoring

Mentoring can happen in many ways. One main strategy that was exchanged in this project was peer mentoring. Identified as an important element of a successful academic career, mentoring is encouraged in career development (Mayer, Blair, Ko, Patel, & Files, 2014). U.S. Department of Education, Office of Planning, Evaluation and Policy Development, and Program Studies Services (2010) defines peer mentoring as one to one mutual sharing of assistance and information among both lead and assistant teachers. Mentoring and coaching may share many similarities and is used interchangeably however, for this project they are distinct of each other because the

mentoring strategy that is shown in this POWER training project is through learning communities of leadership teams.

I chose learning communities as an avenue of using the mentoring strategy to highlight active conversations and collaborations. Professional learning communities are important for support and joint leadership in training as well as shared vision (Huffman, Hipp, Pankake, & Moller, 2014). Learning communities also referred to as communities of practice that are comprehensive of people who share a common goal and significant alliance (Fairfield, 2011). A purposeful effort is made in this project to use peer mentoring via learning communities (Appendix A). There is a need to continue to learn more about the dynamic and interaction of teaching and learning methods behind the training strategies as they function in reality of the early childhood classrooms (Sheridan et al., 2009). These learning communities will allow teachers, administrators, parents, community representatives, and other staff the opportunities to reflect on their experiences and brainstorm areas that need investigation.

Best Professional Development Strategies of Coaching

Teachers who partake in effective instructional practices that include performance-based feedback and coaching will increase their use of best instructional practices in the classroom (Conroy, Sutherland, Vo, Carr, & Ogston, 2014). Coaching involves consultation between the teacher and the coach. Coaching and consultation both share the trait of individualization that meet the unique needs of the trainee. The coach provides support and helps the trainer solve problems that may be hindering them from reaching a certain goal. Usually, many collaborative consultations or hands-on visits and

exchanges occur early within a training period and as trainees learn the skills they need, the visits decrease (Yamauchi, Im, Lin, & Schonleber, 2013). Peer coaching has been known to be an effective method of the professional development of teachers in order to improve classroom instructional techniques at all levels (Zepeda, Parylo, & Ilgan, 2013).

Coaching is necessary in the professional development of this project to allow that feedback teachers want in order to make changes. Coaching is all about relationships and capacity building. According to Sherbourne (2016), when coaches take into account the educators' ideas about their needs to grow in the workplace then coaching is more meaningful to them as participants. Coaching can be used in three different ways in professional development for Head Start teachers:

- coaching normally takes place after a training that assists in transfer of learning;

- in a moment of time to support new skill or knowledge immediately; and

- fidelity coaching, where a program manager or supervisor support a staff person by watching or reviewing their work then follow-up with a conversation with them (Early Childhood Learning and Knowledge Center, 2013).

Each of these strategies requires collaborative work on behalf of the Head Start staff, especially teachers, education specialists, managerial teams, and consultants. The environment must be one that internally allows teachers and staff to enter relationships that are collaborative for substantial growth and specialized learning (Frost, 2012). Teachers are becoming learners in these processes. They expect change in their

development and know that change does not happen instantaneous. Any of these teaching

strategies change processes is a progression that requires continued training (Kerlin,

2012). Teachers learn from meaningful experiences and benefit from peer collaboration.

Collaborative work within the agency forges a network for successful gains.

Best Professional Development Strategies of Transfer of Learning

In order to perform, people learn to understand what is being conveyed to them

(Mezirow, 1990). Mezirow's transformative learning is the underpinning theory of the

POWER training system. In order to integrate learning, knowledge, and skills with a

sustained job execution the dynamics of transfer of learning is necessary in order to

minimize the loss of transfer while improving any training program's return (Agyei, &

Voogt, 2014). Trainers and educators of teachers in educational agencies, corrective

departments, and specialized trainings develop their courses to encourage teachers to

apply the knowledge gained when teaching children, training should help them solve

problems that they face in the classroom (Harlow, 2014). Children and teachers both

focus in on the importance of what currently affects them (Fairfield, 2011). This project

exhibits activities from the Wilson learning transfer approach (Figure 2) using three main

categories: learner readiness activities, learning transfer design activities, and

organizational alignment activities within each phase.

Figure 2. Wilson learning transfer model. Adapted from "Learning Transfer Model:

A Research-Driven Approach to Enhancing Learning Effectiveness" by M. Leimbach

and J. Maringka, (n.d.). Copyright (n.d.) by Wilson Learning Worldwide Inc. Reprinted

with permission (Appendix J).

This model resulted from a study that exhibited influential findings of learning

transfer actions having an expressive influence on the enhancement of performance

outcomes gained from training only (Leimbach, 2010). In a study conducted by Grover,

(2015) there were 10 best practices for transfer of learning teacher training as perceived

by teacher educators, a few were being sensitive to the learner's needs, ensuring teachers'

interaction and participation, certifying that the content is accurate, continual dialogue

about strengths and weaknesses, and reliable observation by the teacher, these are also

pertinent to this study. Training transfer is creating opportunities for people to have the

ability to perform more efficiently and effectively in their jobs (Baudhuin, 2014). The identified activities can be found within the three main categories of the learning transfer model and are clearly outlined within this project to support training transfer.

Throughout Head Start history trainings through days such as preservice and in-service are popular. These training days are offered to supplement formal education and credential. This project highlights ongoing support for early childhood teachers. On-going support through best practices in early childhood programs have been vital for teachers to receive additional assistance with day-to-day work. Although learning transfer has a significant impression, any one method may yield a comparatively modest effect (Leimbach, 2010). In this study and a recent year round study using coaching, mentoring, and reflecting as professional development strategies, researchers found that these methods of trainings are more effective than specialized 1 day workshops and assist teachers in improving their practices (Son et al., 2013). This POWER training system has multiple training methods with various strategies of professional development to strive for exceptional effects.

Implementation

Potential Resources and Existing Supports

Currently, the required resources for this project are available at the local agency. Head Start programs are given training and technical assistance (T/TA) funds by the OHS that can be used to secure consultants and any necessary materials to help implement this POWER training system. Therefore, a portion of the program's T/TA monetary funding will be allocated to bring in a guest speaker for pre- and post service, secure large

conference rooms, copies of the handouts, and any refreshments. The phases' and in-service trainings throughout the year will need to occur in an available meeting space at central sites by their locations. Each meeting space will need to be equipped with a computer, a projector, and necessary handouts for the phase of training. There will need to be a facilitator to lead the training sessions. A facilitator may either be current teaching staff, an education specialist, or a consultant. However, obtaining a consultant will require additional costs.

Teachstone, the makers of CLASS is another potential resource that offers fee-based, online support strategies to assist teachers in each of the CLASS domains (OHS, 2008). Head Start programs will benefit from this using Teachstone's vital resources via in-person and online to gain the most current knowledge in emotional and instructional support domains (OHS, 2008). Partnership with Teachstone and sharing feedback would help them and the local agency to strengthen the core elements of the resources available and prepare new ones. There are many scholarly resources presented by organizations such as the National Association for the Education of Young Children, Association for Childhood Education International (ACEI), Council for Professional Recognition, and other regional, state, and local associations as well that are potential available resources.

Through the National Center on Quality Teaching and Learning, the OHS provides all Head Start programs with valuable professional development resources that are of no cost to them and can be obtained through the T/TA specialist assigned to their program. Education managers, specialists, and consultants may use these activities to focus directly on teachers' needs. This existing support can be used within the POWER

training system to personalize the training curriculum and materials as the Head Start agency deem essential for success.

Potential Barriers

Due to lack of understanding CLASS, Head Start staff (excluding teachers) may not be willing or feel it necessary to attend the pre- and post service training. Teaching staff may be unavailable to be a part of the ongoing, follow up training phases. Funding could also be a possible barrier if management, does not want to make the obligation to the essential professional development training system.

This POWER training system addresses possible barriers by ensuring that all Head Start staff gains knowledge of the importance of CLASS and the effect the CLASS scores have on the sustainability of the entire program. The POWER training system was designed specifically to meet the Head Start teachers' needs in emotional and instructional support strategies as it relates to CLASS therefore, mandatory participation is expected for all teaching staff in this professional development project by aligning involvement within individual performance evaluations. The POWER training system highlights that the management team should be dedicated and willing to take the initial effort to form collaborative relationships among themselves, program staff, and community partners. Collaborative agreement will safeguard funding this POWER training system with knowledge that the system is compulsory to the success of attaining and maintaining high CLASS scores in emotional and instructional support for the program.

Implementation and Timetable

The preservice kick-off session will require a full reserved day of focused emotional and instructional support training for all staff. Follow-up and more intense sessions will be held throughout the school year within three phases for teaching staff, two in-service half days, and the professional development training will closeout with a post service training session requiring another full reserved day for all staff (Table 8). Preparation of this POWER training system involves transfer of learning strategies that are to be implemented before the training such as creating or placement of specific instruction, guaranteeing practice time during training, fostering participants' readiness while ensuring the element of coaching and follow-up (Broad & Newstrom, 2000). Management will ensure priority of this training by participating in and integrating emotional and instructional support into the program's infrastructure. All managers, supervisory staff, and stakeholders will work together through the personalized, structured professional development system identifying and offering suggestions as to when and where best practice strategies will be implemented, discuss the location/s for a smooth process, who will be the facilitator/s and what will be their role. Collaboration of exactly how the POWER training system will be implemented will take place during the program's planning session for preservice. All managers and some lead education staff will be participants, with some input, insight, and knowledge to support the professional development training.

Phase 1 begins immediately when the school year begins and is ongoing for 3 consecutive months. During this phase, as with the other two phases, there will be locally

or regionally held center based training. Teaching staff will work with coaches based on tier rankings from previous CLASS observation scores. These trainings sessions will consist of a variety of activities from the National Center on Quality Teaching and Learning specifically on social and emotional support as well as instructional interactions. There will also be monthly meetings that will center on learning communities for emotional and instructional support. These communities will be made up of managers, teachers, and policy council representatives of both parents and community. Discussions will be made here on the progression of CLASS scores in these areas, the tier ranking changes for teachers, and any necessary adjustments of professional development. Coaches will be assigned to staff that will directly support teachers via observations (self, peer, video, role playing), individual learning plans, and mentoring. Internal CLASS observations will continue to take place during this time as well as integration of staff performance for both teachers' growth from professional development and education specialists' outcomes in facilitating the professional development. Phase 2 will be presented within the middle of the school year and Phase 3 began the last 3 months of school. The two in-service half days, which will occur between phases will be group oriented. Actual hands-on demonstrations will take place to show examples of quality emotional and instructional support activities that could be used in the classrooms.

The post service training event almost mimics the preservice event. However, its goal is to ensure that strategies from this professional development have become common practices for the agency. Networking groups will have been formed; scenarios will be

analyzed and critiqued; and a reflection of progress will be displayed among all staff.

Sessions for follow-up will be held twice throughout the year as determined by

management. Table 17 displays the POWER training system's outline of annual training

sessions.

Table 17

Outline of training sessions within the POWER Training System

Training Sessions	Duration	Timeline	Participants
Pre Service	Full-day	Summer	ALL staff
Phase 1 Commitment	Activity based	August-October	ALL teaching and education support staff
In-Service	Half-day	End of October	Locally paired Center based staff
Phase 2 Engagement	Activity based	November-January	ALL teaching and education support staff
In-Service	Half-day	End of January	Locally paired Center based staff
Phase 3 Reflection	Activity based	February-April	ALL teaching and education support staff
Post Service	Full-day	End of School Year	ALL staff

Roles and Responsibilities of Student and Others

My role as the researcher was the designing of this sustainable POWER training system that focused on emotional and instructional support. I have responsibility to supply this early childhood program with readily accessible, research-based tools to use within a customized professional development system designed to rapidly meet their need. I am responsible for being available to serve as a consultant and a facilitator to other early childhood programs such as Head Start and school districts regarding

planning ongoing, quality professional development systems that effectively improve

services.

The role and responsibility of the administrators and stakeholders of the agency is

to provide staff with the people, resources, and material support they need to succeed.

Education specialists and other trainers who will use the POWER training system have

the duty to follow the system as provided ensuring validity and reliability of this project.

Everyone is required to be accountable for professional learning occurring within an

organization (Zepeda, 2012). All Head Start staff has the responsibility to be ready as

learners, motivated with open minds and willing to be active participants.

Project Evaluation

Formative goal-based evaluations (Appendix A) will be collected throughout the

year's professional development events following the preservice, each phase and in-

service days. The formative evaluations will be effective in providing feedback for

delicate adjustments that may need to occur during the training such as a facilitator or

room change. The evaluation will be valuable in ensuring that participants are amply

engaged in the learning activities presented to them (Wilkerson & Haden, 2014). During

the post service training event, all participants will have the opportunity to evaluate the

professional development summative, outcomes-based survey (Appendix A). The

participants will complete the summative survey in three sections: general, program

affiliation, and comments. The program affiliation section will give participants a chance

to share the effects of this professional development training as it relates to their role

within the agency. From the summative evaluations, feedback will indicate whether or

not the training provided a variety of modalities, gave participants opportunities to reflect and practice, create learning networks, and provided visuals that were relevant to their learning experiences (Wilkerson & Haden, 2014). Summative evaluations are vital to ensuring that the overall professional development training was successful for the individual learner.

I will follow up with the local Head Start program to ensure an ongoing collection and analyzation of the surveys throughout the year. I will measure outcomes based on the totality of responses from POWER training: Emotional and instructional support transfer of learning evaluation form (Appendix A). All surveys will be used in the development of an oral evaluation report (Boulmetis & Dutwin, 2014). I will meet with administrators to determine the next steps based upon program need as the leaders move forward to advancing in other professional development goals.

Implications Including Social Change

Local Community

The OHS uses the average CLASS scores from Head Start programs to determine whether or not programs will have to recompete for funding prior to the end of their 5 year refunding period; therefore, it is compulsory that programs stipulate quality, on-going professional development that has intentional transfer of learning techniques for the sustainability of the program. This POWER training system will give the education specialists and other trainers a viable template to follow with focused research-based learning experiences that will assist teachers in sharpening their skills in emotional and instructional support. Children will benefit from this project because they will be

recipients of quality early childhood services that have been proven to help them succeed in life. Teachers, administrators, and community partners will benefit from this professional development system by giving them a custom design, research based tool to use in promoting lasting results from valuable professional development training sessions.

This professional development system will bring positive social change for the local agency by addressing the issue of transfer of learning techniques. Transfer of learning techniques are currently missing from their professional development. This professional development system will offer a variety of professional development approaches within an ongoing plan that the agency can adapt. Effectively concentrating on these techniques will ultimately assist teachers in increasing their CLASS scores in the areas of emotional and instructional support through this focused system.

Far-Reaching

It is foreseen that social change subsequent of this project could include a system for framing effective professional development. Head Start agencies nationwide have the tendency for early childhood teachers to gain core knowledge of content and the need apply that knowledge within their instruction in the areas of emotional and instructional support for increased CLASS scores. I plan to share the POWER training system with broader audiences through organizations such as the NAEYC and the OHS via conferences, blogs, webinars, and peer-reviewed articles. The peer-reviewed scholarly journals that could be interested in the professional development aspect of my study are: *American Educational Research Journal, Early Childhood Research and Practice* (on

line journal), *Early Childhood Research Quarterly*, *Journal of Early Childhood Teacher Education*, and *Journal of Research in Childhood Education*.

The OHS also offers a Leadership Institute that leaders would benefit from a POWER presentation. I have presented in the past at this institute and it gives information to people that can make the decisions to apply it to their programs. Therefore, I plan to also present my study's findings and the POWER training system in that arena. OHS has a virtual training called Quality Assurance Center that offers different webinars nationally. This is a new option, however, I will be investigating it more to find out how I might post a webinar through that center for a broader audience.

The POWER training system could give other trainers and teachers a framework to examine and alter their professional development and instructional strategies in a timely, productive, and efficient manner. This professional development training system will allow for analysis and actual change in practice. Education specialists and other trainers will be equipped with strategies that help them understand and support life-long learners. With modifications, this professional development training system could be embraced by other early childhood programs, schools, and fast paced organizations' improvement endeavors that integrate transformative methods to resolve particular areas of concern. This effective, customizable professional development system can be used to empower human resources' training departments in meeting the needs of adult learners while strengthening the workforce of its organization. Professional development is vital however; in order for it to be successful it must be focused and transformative.

Conclusion

An ongoing, sustainable professional development program is the focus of this proposed POWER training system promoting both best practices of professional development methods and transfer of learning techniques within emotional and instructional support for Head Start teachers. The design of this program was written for the Head Start agency; however, it can be personalized and applied to various professional development agendas aiming to transfer of learning skills for employees. The output of this project uses best practice strategies engulfed in transfer of learning techniques that assist with obtaining positive results. The human resources department will facilitate this professional development program with multiple ongoing activities in which staff will be involved all year. It is intended that all staff will learn and understand the importance of receiving and maintaining high CLASS scores and then rally around the teaching staff with their perpetual support. Reflections on the POWER training system and highpoints of the strengths, limitations, what I learned as a scholar, and this process will be discussed in Section 4.

Section 4: Reflections and Conclusions

Introduction

Transfer of learning experiences anchored in best practices that promote emotional and instructional support must connect with teachers' daily activities in the classrooms so that they can have successful performance outcomes. It is vital that professional development incorporates activities that transfer learning. When using most learning transfer activities alone, work performance will be improved approximately 20% over training by itself (Leimbach, 2010). There are some positive impact of short-term (30 hours or less) professional development trainings; however, these professional development trainings have design features that are associated with adequate time based on difficulty of the topic, using learning objectives, the training needs of the students, observing desired actions, opportunities to practice the actions, group engagement, before and after assigned work, cognitive-required active learning tasks, setting that is participant focused, and follow-up strategies that promote learning transfer (Lauer, Christopher, Firpo-Triplett, & Buchting, 2014). It is not enough for Head Start teachers to periodically receive a workshop or seminar using best practices, but it is imperative that these trainings are ongoing having one or more learning transfer activities for improvement in CLASS scores.

Project Strengths

There have been a lot of changes in the realm of expectations for the early childhood community. National, regional, state, and local Head Start standards have robust goals in meeting the needs of children and families. Head Start teachers are

obligated to foster specific teaching behaviors that assist children in developing sincere, caring relationships, experiencing a joy for learning, being relaxed in the classroom, while experiencing a suitable amount of independence (OHS, 2008). Teaching behaviors of Head Start teachers must support the cognitive development and language growth of children.

Professional knowledge is essential to development of others. Professional knowledge is defined as the knowledge and experience gained from others with the equivalent experience and training (Stake, 2010). The project strengths derived from the experiences and opinions of the participants as well as the professional development research outcomes in this study. The participants offered best practices in delivering knowledge to them as confirmed by the research and the outcomes from the research yielded pertinent information for sustainability. Professional knowledge depends greatly on qualitative investigation; however, when the mechanisms used are improved, choices to respond are not decided upon instinctively but by the interpretations of participants from their experiences (Stake, 2010). Based on the results of this project study, teachers will benefit from specific instructional training and learning transfer strategies for supporting the improvement of CLASS scores in both the emotional and instructional support domains.

Incorporated within the POWER training system development are scholarly references on professional development, best instructional practices, and learning transfer techniques on how to turn training into effective performance (Teachstone, 2014). This professional development project is comprised of the methods of andragogy allowing for

the readiness of learner and how the information impacts them. The important principle findings of the POWER training system are the exposure that the current professional development lack transfer learning techniques and the ideas of the participants were consistent with the best practices found in the literature review, each of which is required to make certain that trainings are effective and sustainable within organizations. This information gives weight to the project's production that can be modified to meet the needs for other areas in Head Start agencies.

Recommendations for Remediation of Limitations

The proposed POWER training system offers a wealth of recommendations for trainers in the early childhood community, local Head Start leaders, and teachers that attest to be pertinent toward future emotional and instructional support professional development and improvement of CLASS scores in these areas. The POWER training system highlights effective professional approaches to ensure that Head Start teachers feel confident and be accustomed to how they are evaluated in their daily interactions using the CLASS tool. A recommendation from this study shows that a teacher license should be considered for Early Head Start and Head Start teachers to add validation to the early childhood profession from birth to age 5. Teaching certification has also been linked to positive academic success for children (Son et al., 2013). It would be valuable to revisit the early childhood teacher licensure components to include the entire aspect of this profession.

A broader prospective of participation and expanded local or regional diameter would strengthen and verify the findings of this study. This study focused solely on one

of local Head Start programs in Tennessee, the capacity to simplify the results is limited

to only Head Start programs. Observational approaches within other types of

organizations in additional studies could increase the outcome of the research and

validate the effectiveness of the methods in any professional development program.

Teachers who are hired by the program later in the school year would need to have

opportunities to gain information and individualized coaching to meet their needs.

Therefore, I recommend for the improvement of CLASS scores in emotional and

instructional support that the POWER training system program's agendas, templates,

presentations, the OHS's in-service suites, CLASS videos, and other tools be accessible

to the autonomous teacher perhaps via a server. Assistance from teachers' coaches and

peer support will be necessary as they integrate into the phases of the system. Program

readiness is also a factor in limitations to this project. Everyone has to be knowledgeable

of the ramifications of low CLASS scores and how they effect the overall program;

therefore, management, administration, and all other Head Start staff have to be 100%

vested in this professional development program. Professional development transpires

when partnerships are formed of people or organizations that inspire, support, and learn

from each other (Zepeda, 2012). Understanding that staff change and most Head Start

programs use substitute staff, this program is designed for year round training and it

should be implemented annually.

Scholarship

The research and design of this project has been a voyage of meaningful

experiences. I have had an interest in working within the Head Start community helping

children and families since early in my professional career. The POWER training system

originated out of a need that many Head Start programs are struggling with today. The

outcomes from the research and insight of this project have been very enlightening. I

continually formed new knowledge and understanding from the abundance of research of

the most recent publications and articles. Scholarship is life-long learning requiring

discipline, persistence, and the positive support of others.

Project Development and Evaluation

In order to successfully develop a project, determination has to be prevalent. It

took me hours of searching resources to support the POWER training system and several

days to develop an appropriate name that I felt would highlight its usefulness. After

considering the data analysis of the results from the interviews, observations, and pre-

post CLASS scores, it was clear that although professional development was taking

place, teachers were not incorporating the knowledge gained into the Head Start

classrooms. I found it necessary to create a system that would organize proven effective

methods and resources to ensure on-going learning transfer into their workplace. The

POWER training system captures the optimal professional development structure needed

for this local Head Start program.

Leadership and Change

During the development of this project, I was encouraged to pledge that

leadership must always be involved in professional development of any organization. In

order to ensure the quality of the POWER training as a leader myself, I had to envision

the foundational need of the program, which meant working with leadership to research

new ways of interactions that are consistent to best practices. Quality leadership takes having an approachable attitude and uncluttered mind that allow receptive relationships within all levels of a program.

Change happens when collaborations are merited. Employees feel as though they contribute value that makes an organization grow. Organizations that are led by effective leaders welcome change through new ideas and great expectations. This program opened its doors and allowed me to review their current professional development program and make necessary changes by developing a project that will improve the support of teachers' effort while strengthening the program's mission, core principles, and the activities of professional development.

Analysis of Self as Scholar

While working to complete this degree I realized that in order to view myself as a scholar, I had to be concise, clear, fact-oriented, and determined in my work. It was during the literature review process of Section 3 that I felt myself emerging into a scholar as I carefully sought out reliable resources to support my findings from this study. My self-confidence and perseverance were strengthened during this process. My colleagues and professors throughout this process have boosted my knowledge and love for learning especially by being within a community of learners. I feel like I am a scholar with an educational doctorate and that fact has inspired me to help seek resolutions to problems in the early childhood profession and general professional development field that I know need to be addressed in order to help reach more effective outcomes. I will approach future research projects with the diligence and an open mind to appreciate scholarly

resources via people, articles, books, etc. I want to always ensure that the information that I pass on will be valid, reliable, and meaningful for others.

This project study required me to investigate the details of Knowles' (1980) adult learning theory of andragogy and the transformative learning theory of Mezirow (2000). From in-depth research of these theories, I have learned that in planning professional development activities for adults, developers must acknowledge the needs of the learner. Throughout the doctoral process, I have gained knowledge from Walden's students, professors, and the organization's staff. I recognize that I professionally design more effective program learning experiences for staff using techniques of transfer of learning. From this project study experience, I feel that I am required to give all adults that I have the privilege of planning professional development opportunities for, outcomes that will indicate success through the performance of their work.

Analysis of Self as Practitioner

As a practitioner, I have learned that resiliency was essential for me to preserve during this project. Skovholt and Trotter-Mathison (2014) expressed that in order to be successful in professions such as teaching, teachers must always maintain professional strength and avoid exhausted caring. As a trainer, who has been trained to research the needs and to find a solution, I naturally feel the urgency of helping others conquer their obstacles. There were several days I was tempted to cease work on my project study and out of empathy and sensitivity help the agency in other areas of concerns.

As a self-practitioner, I have learned that I am a better person who receives joy from having a positive effect on someone else's life. By being resilient during this

process, I have provided meaningful work that maximizes professional success while sustaining my personal life. I have benefited from the shared expertise of the other practitioners I met during this study. Shared expertise helped me see from the perspective of others and through listening, apply abilities of empathy and sensitivity to attain success.

Analysis of Self as Project Developer

In developing this project, I had to reflect and acknowledge that I was the one actually creating this system to help the local Head Start program. Researching other professional development programs, I partook in inquiring and gathering information. I researched what practices were effective and which ones were not. Based on the need of the learners, I merged best practices with quality transformative learning activities to assist in the success of the organization. As a project developer, I have learned that time is essential to researching the issue, designing a pertinent tool, and the importance of including leadership in the process.

I felt like I became a project developer as my creativity was challenged and expanded. I found my strengths to be listening to others, reviewing and critiquing past advances, and being flexible. I learned that I could improve my organizational skills within project management. When developing this project, I became the owner of it. The POWER training system is my creation and one that addresses a need of a local Head Start agency that I am humbled to help. The use of an effective professional development system that encourages early childhood trainers and teachers to engage in quality transfer of learning techniques empowers them to thrive in their profession.

The Project's Potential Impact on Social Change

My personal professional goals inter related well with the project direction I chose because designing personalized training is my passion. It is especially important to bring about a necessary, positive change to the agency's future. It is my intention to give a written summary of this study's findings to those that participated in the study (education specialists and head start teachers) prior to nonparticipants. The Head Start staff and administrative board will receive a written executive summary report. I will also present the study findings during a preservice or in-service overall staff training and introduce the professional development system I designed in response to the findings.

The OHS has an on-line resource called Early Childhood Learning and Knowledge Center. This would be the most effective way to introduce my study findings and overview of the professional development system to a broader audience in which it would benefit. OHS also offers an OHS blog and perhaps once it is presented through the blog, they will vet it through the National Center on Quality Teaching and Learning under their training and technical assistance system. This will allow for national and international early childhood trainers to share the study's information and suggest the POWER training system.

I intend to bring change to the agency by providing them a sustainable professional development system that promotes transfer of learning techniques. The positive social change will be solidified when the local Head Start agency's teachers consistently increase and maintain high CLASS scores in emotional and instructional support after implementing the POWER training system. It is my goal to help the local

Head Start agency eliminate the risk of federal deficiencies in these areas. The POWER training system has subsequent social change potential to impact Head Start agencies nationally and internationally by becoming an effective professional development system for other federally reviewed Head Start organizations' that have shown to be low and inconsistent in their instructional support CLASS scores.

Implications, Applications, and Directions for Future Research

Head Start touches the lives of our very young children and Head Start teachers need to have access to consistent best practices that they can use daily in the workplace. Emotional and instructional supports both are key components that require essential skills to be successful. A variety of focus professional development best practice methods implemented over a longer period of time using transfer of learning techniques will strengthen agencies and help employees succeed in their jobs. Utilizing the POWER training system is both a cost effective and efficient solution to ensuring that knowledge gained in professional development is transferred into the work environment.

In the educational field, the POWER training system brings focused structure to professional development. POWER training allows for multiple resources using best practices to target sustainable learning for adults within its framework. These resources offer staff strategies that can be individualized to meet their specific job needs. Empowered staff with autonomy to use best practices to fit where they think works for them creates a positive, motivated workplace.

The POWER training is linked to work tasks that can be tied into evaluations, ensuring that transfer of learning is visible within the classroom and benefiting the

children. The POWER training system can be personalized with a focus area for any organization that wants to ensure that the training being offered to staff is actually being used to make positive changes over time. Considering instructional support is the most difficult area for the majority of Head Start programs, a suggestive direction for future research would be that the POWER training system be common among other Head Start programs using resources targeted firmly in instructional support.

Conclusion

As I concluded my study here in Section 4, I reflected on my research and experience of this scholarly proposed project. The participants and documents gave me insight into the agency's need to grow and move forward in meeting its goals and objectives in order to sustain and be effective and that led me to developing the POWER training system. Every successful organization must ensure that its employees are equipped with current, transferable skills through quality, ongoing professional development. This section included my personal thoughts and ideas on the project's strengths and limitations and myself as a practitioner, project developer, and scholar. My views on the project's implications, applications, and future research direction closed this section. Throughout the educational profession from early childhood through the college level, focused professional development with distinctive transfer of learning techniques is essential for successful programs or schools. The possibility of this study to affect positive change is achievable through enhanced professional development techniques that assist teachers in transferring best practices of emotional and instructional support activities.

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POWER Training: Emotional and Instructional Support

(<u>P</u>rofessional <u>O</u>ngoing Training Using <u>W</u>ork <u>E</u>ngaged <u>R</u>esources)

Professional Development Project

July 2016

POWER Training: Emotional and Instructional Support Project

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- Reflection/Evaluation

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- Role Playing/Sharing of Ideas
- Reflection/Evaluation

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- Speaker: Expert from Office of Head Start (Regional or State level)
- Year-End Reflections
- Evaluation

Summary of Project

References

Introduction

The POWER professional development project is designed to use professional resources in the work environment inclusive of successful transfer of learning methods. This POWER training plan specifically focuses on best practices of emotional and instructional support strategies that support teachers in obtaining knowledge and skills for increased CLASS scores. The POWER training plan provides a path to raise the overall Head Start staff, stakeholders, and community partners' CLASS comprehension through participation in various activities that promotes a better understanding of effective emotional and instructional support strategies.

Purpose

This professional development project includes an integrated, on-going system of research-based strategies, available resources, and targeted activities to support Head Start teaching staff in increased emotional and instructional support CLASS scores. The purpose of this POWER training project is based on the need of the teaching staff. The project goal is to organize the skills and use of best practices from skilled consultants, internal trainers, and experts in the field to help attain and maintain a high level of quality service in emotional and instructional support for children. The learning outcome is that this system will aid in eliminating the risk of federal deficiency in the CLASS areas of emotional and instructional support.

Administrators will choose facilitators who will be responsible for ensuring that POWER handouts are available in each of the monthly training sessions. The facilitator may design PowerPoints for the monthly training sessions; however, it is not required.

The initial kick-off preservice session will be held in the summer prior to the school year and the monthly sessions will follow. The chosen presenter will be responsible for editing the slides of the POWER PowerPoint with personalized information. Teaching staff will be responsible for attending sessions ready to learn, partake, and share continuously. The education specialist or mentor suggestions, teachers' ongoing input, and overall program CLASS scores will determine the goals for individual professional improvement.

Target Audience

This POWER training has the foundation for extending effective emotional and instructional support strategies to meet the teaching staff need for daily instruction and carries the opportunity to increase the awareness of the importance of CLASS to the Head Start community. All Head Start teaching staff is the intended audience for all training sessions. Every Head Start staff member, administrators, community partners, and stakeholders are the intended audience for overall pre- and post training sessions.

Timeline

There will be two half-day startup meetings between the end of May and June with the Head Start director and education manager to outline potential presenters and facilitators for the training sessions and well as activities. The startup meetings are not actually a part of the POWER training itself; however, the meetings are necessary for collaboration with management staff concerning agency's needs. The initial kick-off preservice session will introduce the POWER training for the upcoming year and the expectations. There will be a closeout meeting with the Head Start director and education

manager in the beginning of May following the post service training session to determine possible next steps related to emotional and instructional support.

Scope and Sequence

This POWER training is organized to implement professional development activities within this project. An entire year (12 months) is allowed to execute this project with 11 months consisting of a variety of instruction methods, presenters, facilitators, and resources. The instructional methods are placed into learner transfer categories (LTC) that indicate the focus of activities as defined by Wilson learning transfer model. The Wilson learning transfer model was selected because it applies these three main categories: learner readiness, learning transfer design, and organizational alignment activities (Leimbach, 2010) and is applicable within each phase. This researched model has key learning transfer concepts that the POWER training embraces and I found to clearly outline its thoughts. The learner readiness activities assist in the preparedness of the learner for the emotional and instructional support training events. Activities that support enthusiasm, goals for the learner, self-efficacy, and essential skills analysis are part of learner readiness. The learning transfer design activities are preset in the instructional design intended to make sure that the transfer of learning takes place. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010). Organizational alignment activities focus on making sure the organization is supportive of the skills being used. These activities consist of supervisory coaching, support of peers, linking knowledge gained to the job, and establishing a professional development learning

culture (Leimbach, 2010). Handouts, evaluations, and sample agendas are included for

selected sessions. The presenters or facilitators should reference these resources in

presenting and following up on the highlighted activities. A synopsis of the POWER

training activities is displayed through this scope and sequence that can be used in the

planning process.

Scope and Sequence of POWER Training Sessions

Training Sessions	Focus and Learning Transfer Category (LTC)	Title	Narrative and Suggested Timeframe
Pre Service Full day	Introduction to POWER Training: Emotional and Instructional Support		Participants will gather in large training room at round tables to gain an understanding of effective CLASS strategies in emotional and instructional support necessary to increase CLASS scores. Information will be shared via:
	Gaining higher levels of quality in Emotional and Instructional Support using the POWER system	Using the POWER training system	PowerPoint presentation
	LTC: Organizational Alignment & Learner Readiness	Kick-off to Commit	Key Speaker
		What does It look like? – Activity	Round Table Rotations (RTR) Full-day- July
Phase 1 3 months	Commitment		Participants be broken into instructional tiers by the education specialists and will

	LTC: Learner Readiness & Learning Transfer Design		engage in the following strategies: 1) Internal center-based workshops 2) Learning Community Monthly Meeting 3) Individual Coaching 4) Quarterly CLASS observations Ongoing- August, September, October
In-Service Half day	Application LTC: Learning Transfer Design	Putting It to Work	Participants will be locally paired by centers within designated vicinity. Participants will apply examples of effective emotional and instructional support strategies to Art, Block, Literacy, Technology, and Dramatic Play learning centers Half-Day-End of October
Phase 2 3 months	Engagement LTC: Learner Readiness & Learning Transfer Design		Participants will be broken into instructional tiers by the education specialists and will engage in the following strategies: 1) Internal center-based workshops 2) Learning Community Monthly Meeting 3) Individual Coaching 4) Quarterly CLASS observations

			Ongoing- November, December, January
In-Service Half day	Application LTC: Learning Transfer Design	How did you do that?	Participants will be locally paired by centers within designated vicinity. Participants will apply examples of effective emotional and instructional support strategies to Sand & Water, Nature & Science, Music & Movement, and Math & Manipulatives learning centers Half-Day End of January
Phase 3 3 months	Reflections LTC: Learner Readiness & Learning Transfer Design		Participants will be broken into instructional tiers by the education specialists and will engage in the following strategies: 1) Internal center-based workshops 2) Learning Community Monthly Meeting 3) Individual Coaching 4) Quarterly CLASS observations Ongoing February, March, April
Post Service Full day	Review LTC:	Wrap Up	Participants will gather in large training room at round tables to reflect on understanding of the CLASS and its importance to the

	Organizational Alignment & Learner Readiness	Reflections: Maintaining the progress	program. Information will be shared via: 1) Key Speaker
		This is how we do it!	2) Teacher Presentations
	Selected teachers will share hands on activities that were successful for them.		3) Round Table Rotations (RTR)
	Final group discussions and session evaluations will take place.		Full-day May
Close-Out Meeting Half day	Outcomes LTC: Organizational Alignment	Review and Reflect	Meeting with Head Start Director, Education Manager and Consultant to review outcomes from evaluations and possible next steps in Emotional and Instructional Support May or early June

Pre-Service
Initial Kick-Off Session

Planners and Facilitators' guide:

Purpose: A guide using POWER training within the focus of emotional and instructional support.

Duration: Full day

Presenter: Program management will determine

Participants: Head Start staff and community

Goals: 1. To enhance Head Start staff and community's knowledge and confidence as participants in the POWER training.
2. To present the importance of integrating transfer of learning techniques into best practice applications.
3. To offer learning opportunities for the Head Start community to better understand how to engage Head Start students in emotional and instructional support activities.

Participants' Handouts that will be used throughout the year are:
Scope and Sequence #1
Pre-Service Kickoff Session #2
PowerPoint #3
Adapting #4
Activity worksheet #5
Evaluation Form #6
Transfer of Learning Evaluation Form #7

Agenda Template:

8:30 am – 9:30 am   Overview-Welcome (*give out Participants' Handouts #1,2,3*)
PowerPoint/Script
Introduction of Key Speaker

Learner Readiness activities: Activities that assist in the preparedness of the learner for the emotional and instructional support training events. Activities that support enthusiasm, goals for the learner, self-efficacy, and essential skills analysis are part of learner readiness (Leimbach, 2010).

9:30 am – 10:45 am
Key Speaker will:

- Emphasize the importance of assisting the teaching staff in assimilating continuous emotional and instructional support approaches all day, every day, throughout the learning environments
- Stress the significance of exceeding the National average CLASS scores every year
- Motivate all program staff to work as a learning community and always strive for excellence (ensure adult learning active techniques)

10:45 am – 11:00 am   Break (*Give out Participants' Handout #4*)

11:00 am – 12:00 pm   Hands On Activity: Adapting

12:00 pm – 1:00 pm   Lunch

<u>Organizational Alignment Activities:</u> Activities that focus on making sure the organization is supportive of the skills being used. These activities consist of supervisory coaching, support of peers, linking knowledge gained to the job, and establishing a professional development learning culture (Leimbach, 2010).

1:00 pm – 3:00 p.m. Handout –Activity Worksheet - Round Table Rotations (RTR)
          labeled as Learning Centers (*Give out participants' handout #5*)

4:00 pm – 4:30 p.m. Program announcements, Evaluation (*Give out participants' handout #6*), Dismissal

Evaluation: Participants will complete the evaluation form after session.

Participants' Handout #1

Scope and Sequence of POWER Training Sessions

Training Sessions	*Focus and Learning Transfer Category (LTC)*	*Title*
Pre-Service Full day	Introduction to POWER Training: Emotional and Instructional Support Gaining higher levels of quality in Emotional and Instructional Support using the POWER system LTC: Organizational Alignment & Learner Readiness	Using the POWER training system Kick-off to Commit What does It look like? – Activity
Phase 1 3 months	Commitment LTC: Learner Readiness & Learning Transfer Design	
In-Service Half day	Application LTC: Learning Transfer Design	Putting It to Work
Phase 2 3 months	Engagement LTC: Learner Readiness & Learning Transfer Design	
In-Service Half day	Application LTC: Learning Transfer Design	How did you do that?
Phase 3 3 months	Reflections LTC: Learner Readiness & Learning Transfer Design	
Post Service Full day	Review LTC: Organizational Alignment & Learner Readiness Selected teachers will share hands on activities that were successful for them. Final group discussions and session evaluations will take place.	Wrap Up Reflections: Maintaining the progress This is how we do it!
Close-Out Meeting Half day	Outcomes LTC: Organizational Alignment	Review and Reflect

Participants' Handout #2

Pre-Service: Initial Kick-Off Session

Goals: 1. To enhance Head Start staff and community's knowledge and confidence as participants in the POWER training.
2. To present the importance of integrating transfer of learning techniques into best practice applications.
3. To offer learning opportunities for the Head Start community to better understand how to engage Head Start students in emotional and instructional support activities.

Agenda

8:30 am – 9:30 am	Overview-Welcome
	PowerPoint
	Introduction of Key Speaker
9:30 am – 10:45 am	Key Speaker
10:45 am – 11:00 am	Break
11:00 am – 12:00 pm	Hands On Activity: Adapting
12:00 pm – 1:00 pm	Lunch
1:00 pm – 3:00 p.m.	Round Table Rotations (RTR)
4:00 pm – 4:30 p.m.	Program announcements
	Evaluation
	Dismissal

Participants' Handout #3 (4 pages)

POWER TRAINING: EMOTIONAL & INSTRUCTIONAL SUPPORT

Presenter Name
Presentation Date

_____
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_____

Today's Learning Objectives

1 • Purpose & Rationale

2 • Scope and Sequence of POWER training

3 • Expected Outcomes

_____
_____
_____
_____
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_____

What is POWER training?

- Professional, On-going training using Work Engaged Resources
- A system for successful professional development
- Annual focus: Emotional and Instructional Support

_____
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Make-up of POWER training

POWER Training

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What do we
need to
know?

How do we support one another?

Scope and Sequence of POWER Training Sessions

Training Sessions	Focus	Learning Transfer Category (LTC)	Suggested Timeframe
Pre-Service	Introduc, on to POWER Training: Emo, onal and Instruc, onal Support	Organiza, onal Alignment & Learner Readiness	July
Phase 1	Commitment	Learner Readiness & Learner Transfer Design	August-October
In-Service	Applica, on	Learner Transfer Design	End of October
Phase 2		Learner Readiness & Learner Transfer Design	November-January
In-Service	Applica, on	Learner Transfer Design	End of January
Phase 3	Reflec, on	Learner Readiness & Learner Transfer Design	February-April
Post-Service	Wrap up	Organiza, onal Alignment & Learner Readiness	May
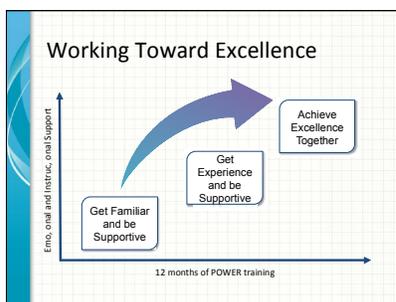
Working Toward Excellence

Emo, onal and Instruc, onal Support

Get Familiar and be Supportive

Get Experience and be Supportive

Achieve Excellence Together

12 months of POWER training

Summary

- New Professional Development training culture
  - Be open, attentive, and receptive
- Be Supportive and help create a Collaborative Environment
  - Everyone must be involved
- Strive for Excellence
  - Learn as much as you can and push those around you!

Resources

- Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. Cambridge, MA: Adult Education Company

- Leimbach, M. & Maringka, J. (n.d.). Learning Transfer Model: A research-driven approach to enhancing learning effectiveness. Wilson Learning. Retrieved from www.wilsonlearning.com/wlw/research-paper/hr/learning-transfer

- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass

QUESTIONS?

Pre-Service PowerPoint
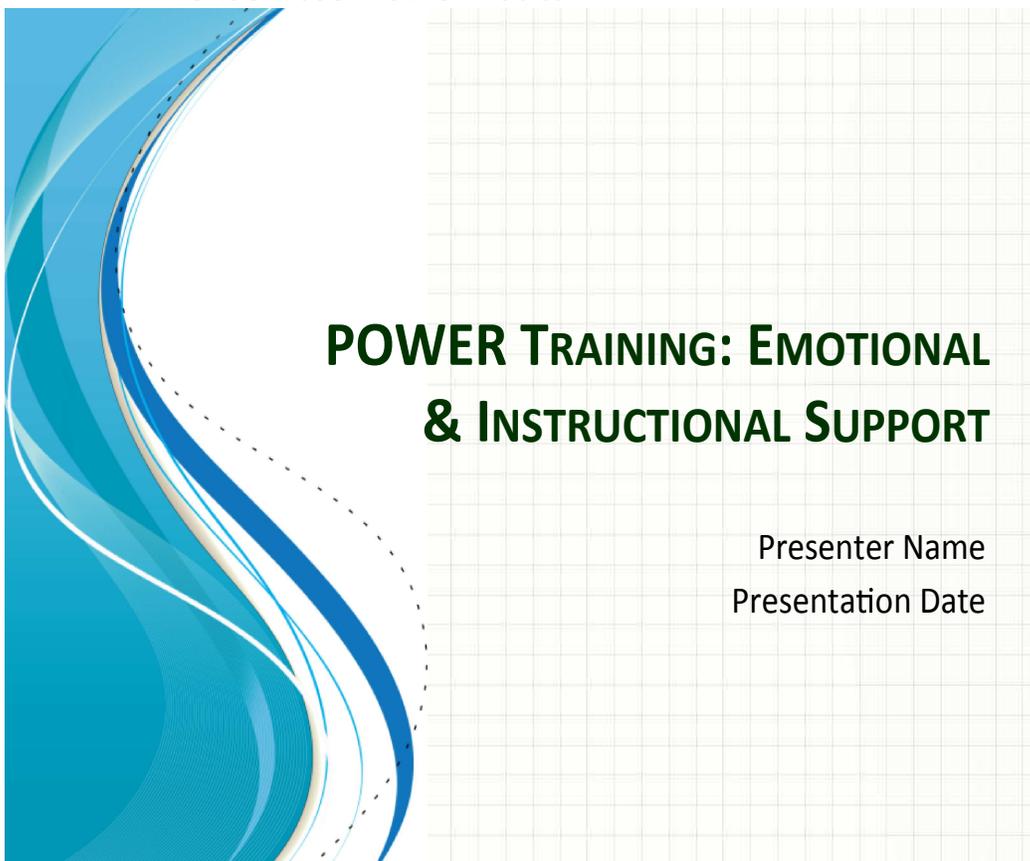
POWER T<small>RAINING</small>: E<small>MOTIONAL</small> & I<small>NSTRUCTIONAL</small> S<small>UPPORT</small>

Presenter Name
Presentation Date

Insert presenter name and date

Today's Learning Objectives

1	• **Purpose & Rationale**
2	• **Scope and Sequence of POWER training**
3	• **Expected Outcomes**

Our learning objectives for today are to introduce and learn of a new professional development curriculum designed for Emotional and Instructional Support for our program as a whole. As we know, these have been areas of concern for us since our last CLASS visit therefore, we are embracing professional development within a long-term format. We will highlight the curriculum's scope and sequences as well as the outcomes we expect.

What is POWER training?

- Professional, On-going training using Work Engaged Resources
- A system for successful professional development
- Annual focus: Emotional and Instructional Support

Today, we kick off our 1st Annual POWER training. POWER represents professional, ongoing training using work-engaged resources. It is designed to strengthen our workforce and make our organization stronger. This year's POWER training focus is Emotional and Instructional support.

Make-up of POWER training
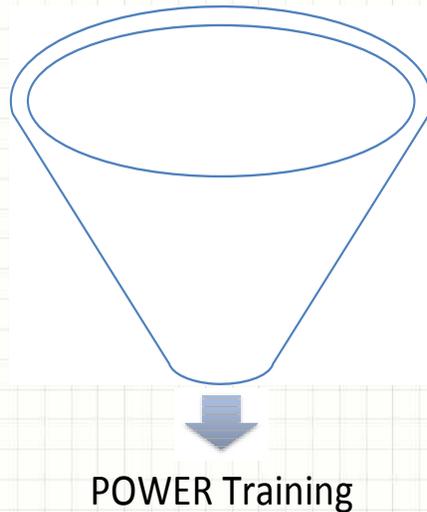
POWER Training

What makes POWER training different than other professional development training plans is the integrated, customization of learning transfer techniques. This POWER training was design with the need of increased CLASS emotional and instructional support scores in mind. Knowles's (1980) adult learning theory of andragogy was the overall conceptual framework and the concentrated theory of this study was Mezirow's (2000) transformative learning because of the emphasis of adult learning needs and everyday application of learning. Therefore, using research from McLeod Harris' study and research from Wilson's learning study on Transfer learning, the POWER training was designed in a way that it takes the collaborative efforts of program planners, facilitators, consultants, and learners working together to create a climate of effective relationships. The most recent researched-based best practices of professional development for teachers were included and merged with effective learning transfer activities into a professional development plan that strengthens the organization as a whole.
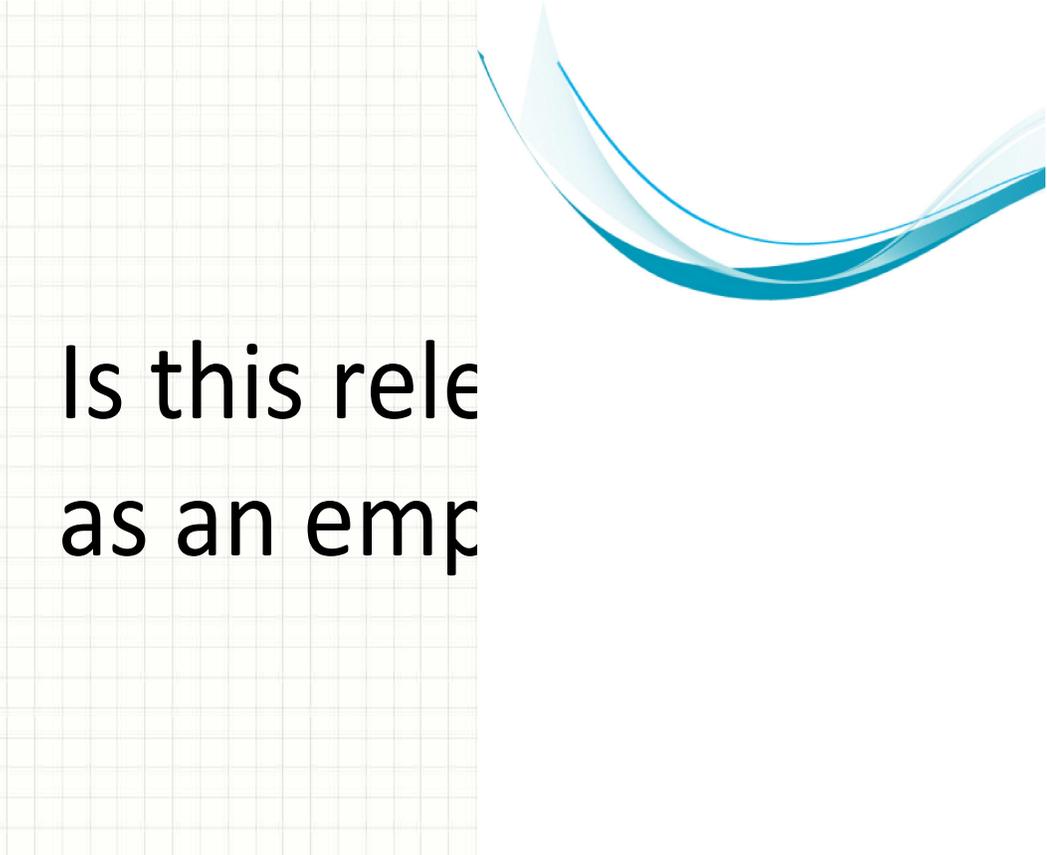
Is this rele

as an emp

I realize that many of you who are not directly working in the classroom or in the educational department might be asking, "What does this have to do with me?" Well, everything! As each of you know by now, the Office of Head Start has added CLASS observations scores as part of the program's federal review and over last few years we have had low CLASS scores in the areas of emotional and instructional support which ultimately can lead to deficiencies and cause for recompetition for our grant funds. Therefore, this is the program's focus this year. Where everyone will learn something about emotional and instructional support. Of course, our teachers and educational staff will gain more information than others but everyone will be able to support our teaching staff in these areas. Emotional and Instructional Support is critical to our entire agency, everyone is affected by its outcome within our classrooms.

What do we need to know?

As much as possible! Today, you will gain some insight in Emotional and Instructional support. POWER learning is about everyone learning information that affects the entire organization. It is vital to be attentive, and willing to adapt to this learning culture. Stay motivated to learn, encourage others, and expect to excel.

How do we support one another?

Throughout this upcoming year remain POSITIVE. Remember, that we all have an individual role within this organization that makes it a great place for children and families.

Activity:
Have Policy Council Representatives to stand, then Community Representatives, Management, Administrative, and last Center-base Staff. As each group stand, have them connect once everyone in the room is connected. Say "Interaction is how we support one another, everyone has an equally important role in this organization to children and families. We must attain and maintain a collaborative environment where interaction is continual".

Scope and Sequence of POWER Training Sessions

Training Sessions	Focus	Learning Transfer Category (LTC)	Suggested Timeframe
Pre-Service	Introduction to POWER Training: Emotional and Instructional Support	Organizational Alignment & Learner Readiness	July
Phase 1	Commitment	Learner Readiness & Learner Transfer Design	August-October
In-Service	Application	Learner Transfer Design	End of October
Phase 2		Learner Readiness & Learner Transfer Design	November-January
In-Service	Application	Learner Transfer Design	End of January
Phase 3	Reflection	Learner Readiness & Learner Transfer Design	February-April
Post-Service	Wrap up	Organizational Alignment & Learner Readiness	May

This POWER training is designed to take us through a pre-service (today) and postservice training for everyone, three Phases and two in-service trainings for educational staff strategically plan throughout the year. The focus of each training session is highlighted here.
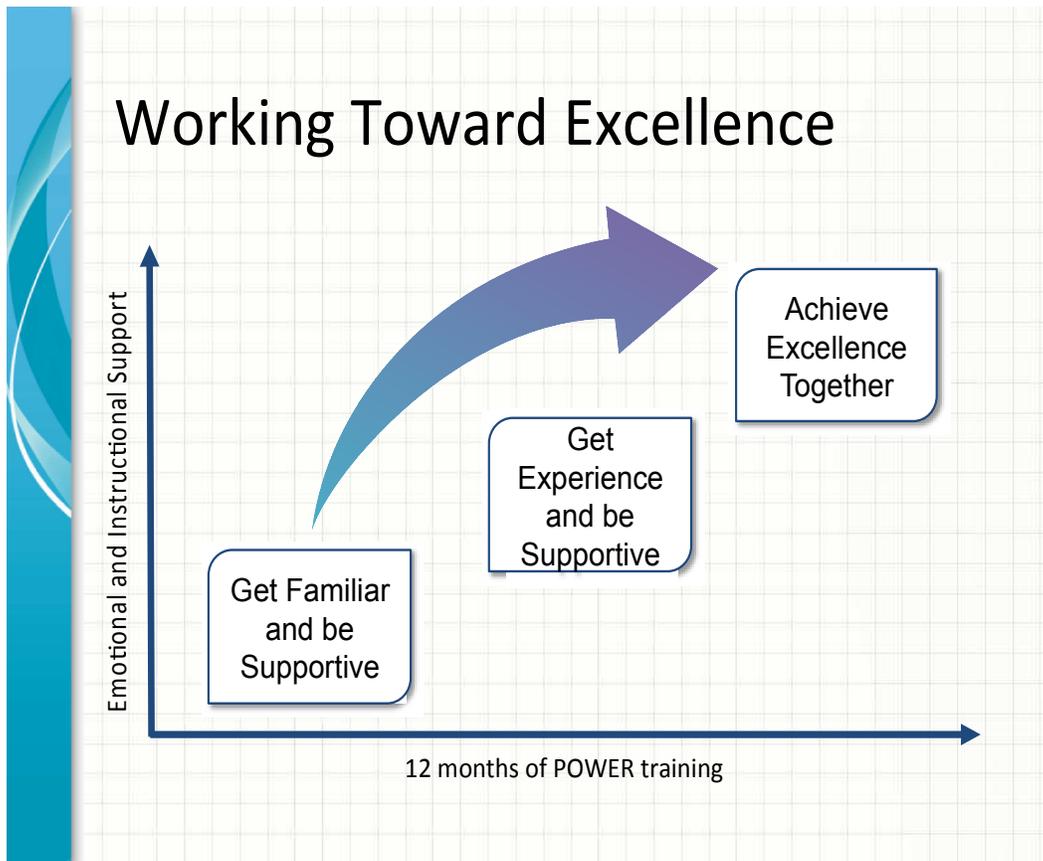
Working toward excellence, takes a collaborative effort of everyone. This POWER training is designed as a 12-month program to help us get familiar, get experience, and be supportive of one another in order to achieve excellence together.

Summary

- New Professional Development training culture
  - Be open, attentive, and receptive
- Be Supportive and help create a Collaborative Environment
  - Everyone must be involved
- Strive for Excellence
  - Learn as much as you can and push those around you!

Summarize overall presentation.

Resources

- Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. Cambridge, MA: Adult Education Company

- Leimbach, M. & Maringka, J. (n.d.). Learning Transfer Model: A research-driven approach to enhancing learning effectiveness. Wilson Learning. Retrieved from www.wilsonlearning.com/wlw/research-paper/hr/learning-transfer

- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass
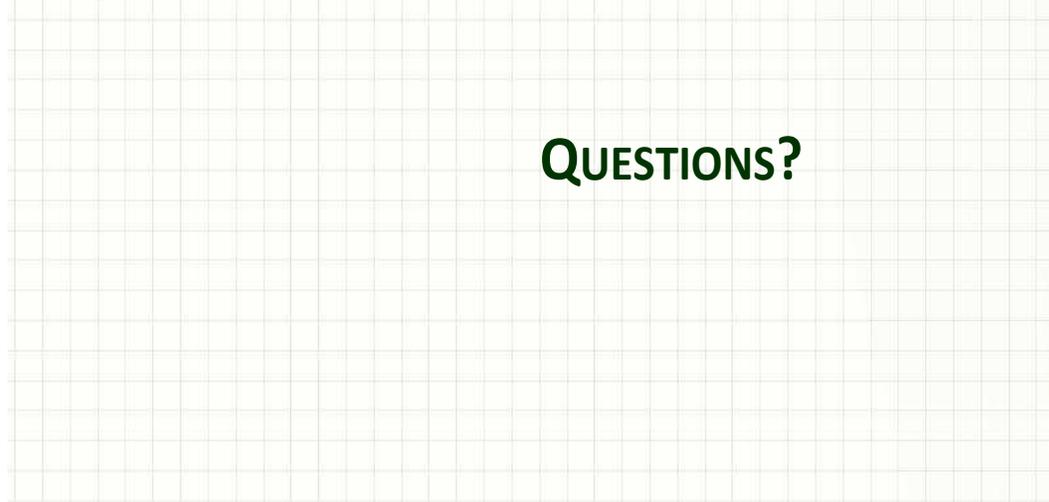
QUESTIONS?

Hands-on Activity: Adapting

Facilitator's instructions:

Materials: projector or smart board, Handout with follow-up questions

SPECIAL Instructions: Ensure that members of the policy council, management, administrative, and teaching staff are sitting at tables with other Head Start staff throughout the room (at least one per table). This activity requires the prospective of all roles in the organization.

From the projector or smart board show this quote:
"Adaptability is about the powerful difference between adapting to cope and adapting to win"- Max McKeown

Sample Words to say following the quote:
       "As we embark on this POWER training focusing on emotional and instructional support we are adapting to a new professional development culture. We are not adapting just to cope with this new culture of learning that brings changes with it we are adapting to win! There is a handout on your table, please choose someone at your table to read the questions. Reflect and discuss each question at your table. Then choose one or two (depending on time) comments that should be shared with the training class."

Participants' Handout #4

Adapting Handout

20 minutes

Review Questions:

1. What are some changes that you experienced that were stressful for you?

2. What personal attributes or experiences do you have that may cause some learning changes to be met with resistance?

3. What learning technique(s) do you think will help you gain effective knowledge about emotional and instructional support? (ex. coaching, peer mentoring, observation, group networking, etc.)

4. What personal attributes or experiences do you have that will help you commit to the adapting professional development using the POWER training system?

Round Table Rotation Activity: Commitment

Facilitator's instructions:
Define (via display from projector or handouts) Emotional Support and Instructional support according to pages 22 and 61 of the CLASS Manual, Pre-K.

SPECIAL Instructions: Ensure that members of the policy council, management, and administrative staff are facilitating Head Start staff throughout the room (at least one per table). This activity requires the prospective of all roles in the organization.

Duration: 2 hours

Sample Wording to introduce this activity:
This activity is named Round Table Rotation because you will rotate from various tables participating in this activity. Every time you hear the bell ring you must move to a different table. Each table has a classroom learning center description label on it. When you get to a table you must develop an emotional support activity AND an instructional support activity that you would implement with a 3, 4, or 5 year old in that learning center. There are facilitators assigned to each table to assist you with brainstorming ideas.

Materials: Activity Worksheets, Classroom Bell (or noise maker), Label Tables
Learning Center Labels: (repeat as necessary)
ART

BLOCK

LITERACY

TECHNOLOGY

DRAMATIC PLAY

SAND & WATER

NATURE & SCIENCE

MUSIC & MOVEMENT

MATH & MANIPULATIVES

Participants' Handout #5

Worksheet

Round Table Rotations
Activity

Learning Center:_____

Describe Emotional Support Activity

_____
_____
_____
_____
_____
_____
_____

Describe Instructional Support Activity

_____
_____
_____
_____
_____
_____
_____

Participants' Handout #6

<u>**Evaluation for Pre-Service Training Event**</u>

POWER Training: Emotional and Instructional Support

Date:_____

Using the scale for statements 1-4, please circle the rating that best describe your agreement to this session:

5 = Yes   *4 = Mostly*   *3 = Slightly*   *2 = Rarely*   *1 = No*

1. Objectives were timely and clear.   5   4   3   2   1

2. The instructional methods and information were presented in a why that was helpful in gaining knowledge of the material?   5   4   3   2   1

3. The presentation was focused on the session's objectives and the instructional techniques and methods were used well.   5   4   3   2   1

4. My knowledge and/or skill set has increase due to overall session.
                                                    5   4   3   2   1

5. Write any information (professional/personal) or skills you can use from this POWER training:
_____
_____
_____
_____
_____
_____

6. Please suggest improvements for this session:
_____
_____
_____

Thank You!

Phase 1
Focus: Commitment

<u>Planners and Facilitators' guide:</u>

Purpose: POWER training framework on how to effectively use best practices of professional development for teachers integrated with structured transfer learning activities. This will assist Head Start teaching staff in transferring knowledge gained from professional development in emotional and instructional support into the classroom. **PLEASE NOTE:** Specific emotional and instructional support resources and materials will be provided from the Head Start education service area managers according to learner needs.

Duration: 3 months – August, September, October

Activity: On-going, center-based training sessions (Learning Transfer Design)
Presenter or Facilitator: Education Specialist/Consultant
Duration: 60 minutes, once a week
Participants: Teaching Staff
Goal: To provide opportunities for observations, role modeling, and peer mentoring.

Activity: Learning communities Meetings
Presenter or Facilitator: Education Specialist/Consultant
Duration: 90 minutes, once per phase
Participants: Select teaching staff, policy council member, parent, and community representative
Goals: 1. To provide opportunities for networking with focus of emotional and instructional support.
2. To discuss CLASS observation reviews and any concerns, comments, and suggestions.

Activity: Coaching (Learner Readiness)
Facilitator: Education Specialist
Duration: 60 minutes, at least twice a month
Participants: Teaching Staff (set up by tiers)
Goals: 1. To address learner goals and assign job aids for specific tasks.
2. To provide opportunities for addressing reflective practice and one-on-one consultation.

Activity: CLASS Observations (Learning Transfer Design)
Duration: 60 minutes per observations, 2–3 times a week
Participants: Teaching Staff, Education Specialist/Consultant

Goals: 1. To address self-efficacy and one on one consultation.
   2. To set learning goals for individual learning plans.
   3. To review scores and set support needs.

Evaluation: Participants will complete the evaluation form at the end of the phase (Participants' Handout #7).

Note: **Learner Readiness activities:** Activities that assist in the preparedness of the learner for the emotional and instructional support training events. Activities that support enthusiasm, goals for the learner, self-efficacy, and essential skills analysis are part of learner readiness (Leimbach, 2010).

Learning Transfer Design activities: Activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

Use this Evaluation form following each Phase

Participants' Handout #7

POWER Training: Emotional and Instructional Support
Transfer of Learning Evaluation Form

Transfer Activities:
This evaluation will assist us in knowing the quality of the transfer activities. Please circle the number that best signifies your point of view:

3-Yes   2-Slightly   1-No

Section 1: Clear Expectation of Applying Knowledge
1. The content and skills were clear as to what can be applied
      in my classroom.   3   2   1
2. The individuality of your classroom's children were a focus
      in considering how you will apply what you have learned.   3   2   1
3. Were you clear about the principles of successful learning transfer?
                                                                            3   2   1
4. If changes were needed to what was expected of you to use
      in your classroom setting, were you allowed conveying those
      changes with ease   3   2   1

Section 2: Facilitator's Role in the Transfer-of Learning Process
1. Did the facilitator(s) of the numerous POWER training
      activities and events you attended use methods that
      helped your application of gained knowledge?   3   2   1
2. Did the facilitator(s) of the numerous POWER training
      activities and events you attended provide you with
      resources that helped your application of gained knowledge?
                                                                            3   2   1

Section 3: The Use of Transfer Methods
1. Of these transfer methods, mark you participated in, and whether they were helpful in applying what you had learned.

Transfer Methods	Helpful		
____Individual learning plan	3	2	1
____Mentoring	3	2	1
____Coaching	3	2	1
____Job aids (Handouts, DVDs, etc.)	3	2	1
____Transfer Teams (working with others in their classrooms)	3	2	1
____Guided observations	3	2	1
____Follow-up sessions	3	2	1

Transfer Methods   **Helpful**

____Learning communities   3   2   1
____Networking   3   2   1
____Reflective practice   3   2   1
____Video observations   3   2   1
____other(s); please specify _____   3   2   1

2. Which methods helped the most and why?

_____

_____

_____

_____

Section 4: Overall Transfer Events
1. Will you be able to apply what you learned in the classroom?   3   2   1

2. Were you challenged by the content and the way the
        materials were taught?   3   2   1

3. How do you rate the POWER training program overall?   3   2   1
            (3-Excellent   2-Good   1-Not helpful)

Comments:

_____

_____

_____

_____

_____

Thank You!

Responses will ascertain level of learning transfer.

In-Service Day – (Half-Day)
Agenda

8:00 am – 9:00 am - Introduction, Ice breaker & group breakout

<u>**Learning Transfer Design activities:**</u> These are activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

9:00 am – 12 (noon) - Effective Emotional and Instructional Support Exchange Demonstrations

Materials: Participants' Agenda, Facilitator's Instructions, and Evaluation Form

In-Service Training

Facilitator Instructions Handout

30 minutes – Introduction, Ice-breaker (of Facilitator's choice)

Assignment of groups:
Participants will be locally paired by centers within designated vicinity. Mixed the regional area center teaching staff into breakout groups in teaching teams of 4–6. Be sure to mix teaching tiers as well (ex. Level 3 teachers with Level 1 teachers)

Effective Emotional and Instructional Support Exchange Demonstrations:
Participants will apply examples of effective emotional and instructional support strategies to **Art, Block, Literacy, Technology, and Dramatic Play** learning centers

Please allow for modifications as necessary for individuality of classrooms.

Duration: Allow 2.5 hours - 60 minutes for emotional support and 90 minutes for instructional support

Participants' Handout #8

<div align="center">

In-Service Day – (Half-Day)
Agenda

</div>

8:00 am – 9:00 am - Introduction, Ice breaker & group breakout

<u>Learning Transfer Design activities:</u> These are activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

9:00 am – 12 (noon) - Effective Emotional and Instructional Support Exchange Demonstrations

Participants' Handout #9

In-Service Training Evaluation

POWER Training: Emotional and Instructional Support

Date:_____

Please circle the rating that best describe your agreement to this session:

3-Yes   2-Slightly   1-No

1. Objectives were timely and clear.   3   2   1

2. The techniques and materials used to instruct helped you learn.   3   2   1

3. The presentation was focused on the session's objectives and the instructional techniques and methods were used well.   3   2   1

4. Overall, the session caused the base of my knowledge and/or skills to increase.
                                                                     3   2   1

5. Write any information (professional/personal) or skills you can use from this POWER training:

_____
_____
_____
_____
_____
_____

6. Please suggest improvements for this session:

_____
_____
_____

Thank You!

Phase 2
Focus: Engagement

Planners and Facilitators' guide:

Purpose: POWER training framework on how to effectively use best practices of professional development for teachers integrated with structured transfer learning activities. This will assist Head Start teaching staff in transferring knowledge gained from professional development in emotional and instructional support into the classroom. **PLEASE NOTE:** Specific emotional and instructional support resources and materials will be provided from the Head Start education service area managers according to learner needs.

Duration: 3 months – November, December, January

Activity: On-going, center-based training sessions (Learning Transfer Design)
Presenter or Facilitator: Education Specialist/Consultant
Duration: 60 minutes, once a week
Participants: Teaching Staff
Goal: To provide opportunities for observations, role modeling, and peer mentoring.

Activity: Learning communities Meetings
Presenter or Facilitator: Education Specialist/Consultant
Duration: 90 minutes, once per phase
Participants: Select teaching staff, policy council member, parent, and community representative
Goals: 1. To provide opportunities for networking with focus of emotional and instructional support.
2. To discuss CLASS observation reviews and any concerns, comments, and suggestions.

Activity: Coaching (Learner Readiness)
Facilitator: Education Specialist
Duration: 60 minutes, at least twice a month
Participants: Teaching Staff (set up by tiers)
Goals: 1. To address learner goals and assign job aids for specific tasks.
2. To provide opportunities for addressing reflective practice and one-on-one consultation.

Activity: CLASS Observations (Learning Transfer Design)

    Duration: 60 minutes per observations, 2–3 times a week

    Participants: Teaching Staff, Education Specialist/Consultant

    Goals: 1. To address self-efficacy and one on one consultation.

          2. To set learning goals for individual learning plans.

          3. To review scores and set support needs.

Evaluation: Participants will complete the evaluation form at the end of the phase.

Note: **Learner Readiness activities:** Activities that assist in the preparedness of the learner for the emotional and instructional support training events. Activities that support enthusiasm, goals for the learner, self-efficacy, and essential skills analysis are part of learner readiness (Leimbach, 2010).

Learning Transfer Design activities: Activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

In-Service Day- (Half-Day)
Agenda

8:00 am – 9:00 am - Introduction, Ice breaker & group breakout

<u>**Learning Transfer Design activities**</u>**:** Activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

9:00 am – 12 (noon) - Effective Emotional and Instructional Support Exchange Demonstrations

Materials: Participants' Agenda (Handout #8), Facilitator's Instruction Handout, and Evaluation Form

In-Service Training

Facilitator Instructions Handout

30 minutes – Introduction, Ice breaker (of choice), assignment of groups

Assignment of groups:
Participants will be locally paired by centers within designated vicinity. Mixed the regional area center teaching staff into breakout groups in teaching teams of 4-6. Be sure to mix teaching tiers as well (i.e. Level 3 teachers with Level 1 teachers)

Effective Emotional and Instructional Support Exchange Demonstrations:
Participants will apply examples of effective emotional and instructional support strategies to **Sand & Water, Nature & Science, Music & Movement, and Math & Manipulatives** learning centers

Please allow for modifications as necessary for individuality of classrooms

Duration: 2.5 hours: 60 minutes for emotional support and 90 minutes for instructional support

Participants' Handout #10

In-Service Day- (Half-Day)
Agenda

8:00 am – 9:00 am - Introduction, Ice breaker & group breakout

<u>Learning Transfer Design activities</u>: Activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

9:00 am – 12 (noon) - Effective Emotional and Instructional Support Exchange Demonstrations

Phase 3
Focus: Reflection

Planners and Facilitators' guide:

Purpose: POWER training framework on how to effectively use best practices of professional development for teachers integrated with structured transfer learning activities. This will assist Head Start teaching staff in transferring knowledge gained from professional development in emotional and instructional support into the classroom. **PLEASE NOTE:** Specific emotional and instructional support resources and materials will be provided from the Head Start education service area managers according to learner needs.

Duration: 3 months – February, March, April

Activity: On-going, center-based training sessions (Learning Transfer Design)
Presenter or Facilitator: Education Specialist/Consultant
Duration: 60 minutes, once a week
Participants: Teaching Staff
Goal: To provide opportunities for observations, role modeling, and peer mentoring.

Activity: Learning communities Meetings
Presenter or Facilitator: Education Specialist/Consultant
Duration: 90 minutes, once per phase
Participants: Select teaching staff, policy council member, parent, and community representative
Goals: 1. To provide opportunities for networking with focus of emotional and instructional support.
2. To discuss CLASS observation reviews and any concerns, comments, and suggestions.

Activity: Coaching (Learner Readiness)
Facilitator: Education Specialist
Duration: 60 minutes, at least twice a month
Participants: Teaching Staff (set up by tiers)
Goals: 1. To address learner goals and assign job aids for specific tasks.
2. To provide opportunities for addressing reflective practice and one-on-one consultation.

Activity: CLASS Observations (Learning Transfer Design)
Duration: 60 minutes per observations, 2–3 times a week
Participants: Teaching Staff, Education Specialist/Consultant

Goals: 1. To address self-efficacy and one on one consultation.
      2. To set learning goals for individual learning plans.
      3. To review scores and set support needs.

Evaluation: Participants will complete the evaluation form (Participants' Handout #9) at the end of the phase.

Note: **<u>Learner Readiness activities</u>:** Activities that assist in the preparedness of the learner for the emotional and instructional support training events. Activities that support enthusiasm, goals for the learner, self-efficacy, and essential skills analysis are part of learner readiness (Leimbach, 2010).

<u>Learning Transfer Design activities</u>: These are activities preset in the instructional design intended to ensure the transfer of learning. Examples include but are not limited to submission review and support, role modeling, practice activities, and goal setting for the learner (Leimbach, 2010).

Post-Service
Wrap-up Session

<u>Planners and Facilitators' guide:</u>

Purpose: Reflection of the Power training allowing teachers to share new experiences and ideas in emotional and instructional support. All POWER training participants will learn from each other and support one another in a collaborative environment.

Duration: Full day

Presenter: As assigned by Management

Participants: Head Start staff and community

Goals: 1. To allow expressions of new classroom experiences in emotional and instructional support.
2. To motivate and create a relaxed, collaborative environment.
3. To offer learning opportunities for the Head Start community to better understand how to engage Head Start students in emotional and instructional support activities.

Agenda Template:
8:00 am – 9:00 am   Introduction of Teachers
9:00 am – 11:00 am Teacher Presentations (Select Teachers will present in Emotional and Instructional Support)
11:00 am – 12 (noon)
Key Speaker will:
- encourage all program staff to continue working as a learning community and always strive for excellence
- be motivational with a sense of humor (to ensure a relax, happy environment)
Noon – 1:00 (Lunch)
<u>**Organizational Alignment Activities:**</u>
1:00 pm – 3:00 p.m.   Handout - Round Table Rotations (RTR)
Hands-On Activities set up by Learning Centers-Facilitated by consultants
4:00 pm – 4:30 p.m. Program announcements, Evaluation, Dismissal

Materials: Participants' agenda for Post training, RTR Handout (#5), Evaluation Form
Evaluation: Participants will complete the evaluation form after the POWER training session.

Participants' Handout #11

<div align="center">

Post Training Agenda

</div>

8:00 am – 9:00 am   Introduction of Teachers

9:00 am – 11:00 am   Teacher Presentations

11:00 am – 12 (noon)   Key Speaker

<div align="center">

Noon – 1:00 (Lunch)

</div>

<u>Organizational Alignment Activities:</u>

1:00 pm – 3:00 p.m.   Handout - Round Table Rotations (RTR)
                                Hands-On Activities set up by Learning Centers

4:00 pm – 4:30 p.m.   Program announcements
                                    Evaluation
                                    Dismissal

Participants' Handout #12

Evaluation for Post-Service Training Event

POWER Training: Emotional and Instructional Support

Date:_____

Please circle the rating that best describe your agreement to this session:
3-Yes   2-Slightly   1-No

1. Objectives were timely and clear.   3   2   1

2. The techniques and materials used to instruct helped you learn.   3   2   1

3. The presentation was focused on the session's objectives and the instructional
techniques and methods were used well.   3   2   1

4. This RTR activity caused the base of my knowledge and/or skills to increase, more
than the Pre-service RTR
                                                                   3   2   1

5. Write any information (professional/personal) or skills you can use from this POWER
training:
_____
_____
_____
_____
_____
_____

6. Please suggest improvements for this session:
_____
_____
_____
Thank You

Summary

This POWER training project is a professional development system comprised of various transfer of learning techniques designed to be integrated with best practices of professional development methods used in early childhood for teachers. The POWER training will bring together effective emotional and instructional support resources into a framework that will assist teachers in better applying knowledge gained from professional development into the classroom. The results from evaluation forms will allow management and leaders of the program to substantiate the effectiveness of each session and the level of learning transfer from the professional development activities.

Appendix A: Reference

Leimbach, M (2010). Learning transfer model: A research-driven approach to enhancing

learning effectiveness. *Industrial and Commercial Training, 42*(2), 81–86.

Appendix B: Letter of Cooperation

Head Start Program

Local Head Start Director

February 12, 2015

Dear Marilyn McLeod-Harris,

Based on my review of your research proposal, I give permission for you to conduct the doctoral project study entitled Professional Development for Head Start Teachers in Emotional and Instructional Support within the Local Head Start program. As part of this study, I authorize you to recruit necessary staff to include the education specialists and teachers involved in professional development of Head Start teachers in emotional and instructional support, data collection from teacher-education specialist observations, focus group interviews, previous CLASS scores, and CLASS scores after professional development. I will provide the previous CLASS scores to you, the premises for focus group interviews and education specialist-teacher observations, as well as necessary venues to conduct the observations and interviews. I also authorize you to member check data and participate in dissemination activities of results. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: A list of all education specialists and teachers who participated in professional development, access

to training rooms, Childplus CLASS data, and supervision that the partner will provide. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Authorization Official

Contact Information

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. The Uniform Electronic Transactions Act regulates electronic signatures. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff will verify any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix C: Sample Email to Eligible Participants

You are invited to participate in the project study entitled Professional Development of Head Start Teachers in Emotional and Instructional Support! I am the sole researcher for this project. I am requesting your participation in exploring successful professional development strategies that can assist Head Start Teachers in the areas of emotional and instructional support. Please know that this is completely voluntary and you are not obligated in any way to participate.

You were identified as a potential participant because of your involvement in past CLASS observations and have participated in or are anticipating a professional development activity to become successful in these areas. Attached you will find an invitation/inform consent form along with details outlining this project study. If you are willing to assist me by volunteering your services in a focus group interview and a professional development observation, please refer to the attached consent form.

Thanking you in advance for your time and commitment,

Marilyn McLeod-Harris

Appendix D: Focus Group Interview Protocol for Education Specialists

Doctoral Project Study: Program Development of Head Start Teachers in Emotional and

Instructional Support

Interview Date and Time:_____

Location:_____

Interviewee:_____

     Brief Summary of read consent:

_____

_____

Overview of Focus Group Guidelines:

- ➢ There are no right or wrong answers

- ➢ No one should feel obligated to agree with everyone else, if that is not how they
  feel because it is important that we learn about the views of all participants

- ➢ I want everyone to feel comfortable expressing yourselves; the information that
  you share will be uniquely coded.

- ➢ I want everyone to talk one at a time so that I can be sure to hear everyone's
  response and get it digitally recorded (Bogdan & Biklen, 2007).

- ➢ Each of you have been handed a random number upon entering the room, prior to
  speaking please state that number so that when I am transcribing the recorder I
  will know who was speaking. Please be assured that there will be no link retained
  between your names and random numbers.

Interview questions with predicted probes:

1. Tell me about the process of analyzing teachers' CLASS scores.

2. On a scale of 1 to 5 with 5 being Agree and 1 being Disagree. Do you feel that CLASS scores of teachers benefit you as an Education Specialist? Why or Why not? Do you feel that the teacher's knowledge of their CLASS scores benefit them? Why or Why not?

3. Describe how you begin your process, when designing and developing strategies of professional development in emotional support.

4. Describe how you begin your process, when designing and developing strategies of professional development in instructional support.

5. Which 15-minute CLASS video suites' resources were valuable to you in presenting PD to teachers? Why?

6. What PD strategies do you think you used most as an education specialist that prepared the teacher to attain positive CLASS scores in emotional support?

7. What PD strategies do you think you used most as an education specialist that prepared the teacher to attain positive CLASS scores in instructional support?

   Closing protocol:

   - Appreciation of participation by shaking hands and give out hand written "Thank-you" notes

   - Individual responses to the questions will be sent to you by email for review prior to finalizing.

- Please contact me with any other vital ideas; comments and/or concerns that may later come to you regarding this interview that you feel would benefit this report.

Appendix E: Focus Group Interview Protocol for Teachers

Doctoral Project Study: Program Development of Head Start Teachers in Emotional and

Instructional Support

Interview Date and Time:_____

Location:_____

Interviewee:_____

   Brief Summary of read consent:

_____

_____

Overview of Focus Group Guidelines:

➢ There are no right or wrong answers

➢ No one should feel obligated to agree with everyone else, if that is not how they

   feel because it is important that we learn about the views of all participants

➢ I want everyone to feel comfortable expressing yourselves; the information that

   you share will be uniquely coded.

➢ I want everyone to talk one at a time so that I can be sure to hear everyone's

   response and get it digitally recorded (Bogdan & Biklen, 2007).

➢ Each of you have been handed a random number upon entering the room, prior to

   speaking please state that number so that when I am transcribing the recorder I

   will know who was speaking. Please be assured that there will be no link retained

   between your names and random numbers.

Interview questions with predicted probes:

1. How do you introduce emotional and/or instructional support to your students?

2. What kind of support did you receive from the education specialist in increasing CLASS scores in emotional support?

3. What kind of support did you receive from the education specialist in increasing CLASS scores in instructional support?

4. What strategies or tools did you learn from emotional support professional development, that you took back to the classroom to be effective in facilitating emotional approaches?

5. What strategies or tools did you learn from instructional support professional development, that you took back to the classroom to be effective in facilitating instructional support approaches?

6. What PD strategies do you think you use as a teacher that prepared you to acquire positive CLASS scores in emotional and instructional support?

7. What do you feel were the negative and positive aspects of emotional and instructional support as it relates to professional development?

8. What are your recommendations for future professional development strategies in the areas of emotional and instructional support?

   Closing protocol:

   - Appreciation of participation by shaking hands and give out hand written "Thank-you" notes

- Individual responses to the questions will be sent to you by email for review prior to finalizing.

- Please contact me with any other vital ideas; comments and/or concerns that may later come to you regarding this interview that you feel would benefit this report.

Appendix F: Education Specialist-Teacher Observation Protocol and Recording Sheet

Prefigured Questions:

1. Describe what emotional support looks like in a classroom setting.

2. Describe what instructional support looks like in a classroom setting.

3. What 15-minute suites were used?

4. What strategies and other resources were used?

Date of observation:_____   Time of observation:_____

Setting:

Participants: (Will be identified as Education Specialist 1, 2, etc. or Teacher 1, 2, etc.)

Observer: Marilyn McLeod-Harris

Participant(s)	Remarks	Activities

Observer's Reflections:

Appendix G: Research Questions Alignment Chart

Research Question (RQ) List each research question (RQ) in a separate row below.	Data Collection Tools List which instrument(s) are used to collect the data that will address each RQ.	Datapoints Yielded List which specific questions/variables/scales of the instrument will address each RQ.	Data Source List which persons/artifacts/records will provide the data.	Data Analysis Briefly describe the specific statistical or qualitative analyses that will address each RQ.
Central RQ: How does professional development of Head Start teachers positively affect CLASS scores in the areas of emotional and instructional support?	Summary of all completed protocols.	**All (4) sub-RQs.**	Participants Vice-President of Children Services Researcher	**Coding** Saldaña (2013) ➢ key word search: Wordle™ ➢ line by line scan ➢ First and second cycle coding (Saldaña, 2013) **Validation – Contrary Perspectives** ➢ Interview ➢ Member check
RQ 1: In what ways, do education specialists describe the CLASS teachers' professional development strategies currently used for assisting teachers	Focus Group Interview	**Interview Questions (IQ)3:** Describe how you begin your process, when designing and developing strategies of professional development in	Education Specialists	**Coding** Saldaña (2013) ➢ key word search: Wordle™ ➢ line by line scan ➢ First and Second Cycle coding (Saldaña,

		emotional or instructional support. **IQ1:** Tell me about the process of analyzing teachers' CLASS scores.		2013) **Validation – Contrary Perspectives** ➢ Interview ➢ Member check
RQ 2: Which CLASS professional development strategies do teachers describe as most advantageous in transferring skills into the classroom to increase CLASS scores?	Focus Group Interview	**IQ4:** What strategies or tools did you learn from emotional support professional development, that you took back to the classroom to be effective in facilitating emotional approaches? **IQ5:** What strategies or tools did you learn from instructional support professional development, that you took back to the classroom to be effective in facilitating instructional support approaches? **IQ8:** What are your recommendations for future	Teachers	**Coding** Saldaña (2013) ➢ key word search: Wordle™ ➢ line by line scan ➢ First and Second Cycle coding (Saldaña, 2013 **Validation – Contrary Perspectives** ➢ Interview ➢ Member check

		professional development strategies in the areas of emotional and instructional support? **IQ7:** What do you feel were the negative and positive aspects of emotional and instructional support as it relates to professional development?		
RQ 3: Which professional development strategies have positive enabling effects on the outcome of teachers' CLASS scores in emotional and instructional support as perceived by education specialists/ teachers?	Teacher's Focus Group Interview Protocol Education Specialist's Focus Group Interview protocol Observational Protocol and Recording Sheet	**IQs5:** Which 15-minute CLASS video suites resources were valuable to you? Why? **Observation Question(OQ) 3:** During the professional development for teachers, what 15-minute suites were used that focused on emotional support? **Observation Question (OQ)3:** During the professional	Participants and Researcher	**Coding** Saldaña (2013) ➢ key word search: Wordle™ ➢ line by line scan ➢ First and Second Cycle coding (Saldaña, 2013) **Validation – Contrary Perspectives** ➢ Interview ➢ Member check

		development for teachers, what 15-minute suites were used that focused on instructional support? **IQ1:** Describe what emotional support looks like in a classroom setting. **IQ2:** Describe what instructional support looks like in a classroom setting. **IQ6:** What PD strategies do you think you used as an education specialist prepared the teacher to attain positive CLASS scores in emotional support? **IQ6:** What PD strategies do you think you use as teacher that prepared you to acquire positive CLASS scores in instructional support?		

| RQ 4: After reviewing pre and post CLASS scores in Emotional and Instructional support, (as a teacher or education specialist) what professional development strategies and opportunities do you think were adequate for success? | Previous CLASS scores from Childplus and Focus Group Interviews | IQ2: On a scale of 1 to 5 with 5 being Agree and 1 being Disagree. Do you feel that CLASS scores of teachers benefit you as an Education Specialist? Why or Why not? Do you feel that the teacher's knowledge of their CLASS scores benefit them? Why or Why not? IQ3: What kind of support did you receive from the education specialist in increasing CLASS scores? IQ6: What PD strategies do you think you used most as an education specialist that prepared the teacher to attain positive CLASS scores in emotional support? IQ7: What PD strategies do | Participants and Record of pre and post CLASS scores | **Coding** Saldaña (2013) ➢ key word search: Wordle™ ➢ line by line scan ➢ First and Second Cycle coding (Saldaña, 2013) ➢ Pre & Post Professional Development CLASS Scores Chart **Validation – Contrary Perspectives** ➢ Interview ➢ Member check |

		you think you used most as an education specialist that prepared the teacher to attain positive CLASS scores in instructional support? **Chart Observation:** Which teachers have higher CLASS scores after PD? **Observation Question (Q4):** What strategies and other resources were used?		

Appendix H: Pre – Post Professional Development CLASS Scores Chart

Participant	Pre PD CLASS Score	Post PD CLASS Score	GAIN/LOSS
A	Emotional 6.75 Instructional 5.00	Emotional 6.13 Instructional 1.83	(.62) (3.17)
B	Emotional 6.75 Instructional 4.00	Emotional 6.00 Instructional 2.00	(.75) (2.00)
C	Emotional 6.25 Instructional 1.33	Emotional 5.88 Instructional 3.75	(.37) 2.42
D	Emotional 6.00 Instructional 1.00	Emotional 5.125 Instructional 2.83	(.875) 1.83
E	Emotional 6.00 Instructional 4.8	Emotional 5.375 Instructional 3.5	(.625) (1.3)
F	Emotional 5.75 Instructional 3.33	Emotional 5.65 Instructional 4.8	(.10) 1.47

Appendix I: Summary of Key Approaches from Findings

Emotional Support	**Instructional Support**
Observations: Peer and Reflective	Observations: Peer, Instructional, Videos
Individual Learning Plans: One-on-One Action Plans	Individual Learning Plans: One-on-One Plans
Mentoring: Peer and Instructional	Mentoring: Peer and Instructional
	Coaching: Hands-on Instruction – "Show me"

Appendix J: Permission of Use

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Marilyn,

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