

Evaluation of a Professional Development Program for Preschool Teachers in Colombia

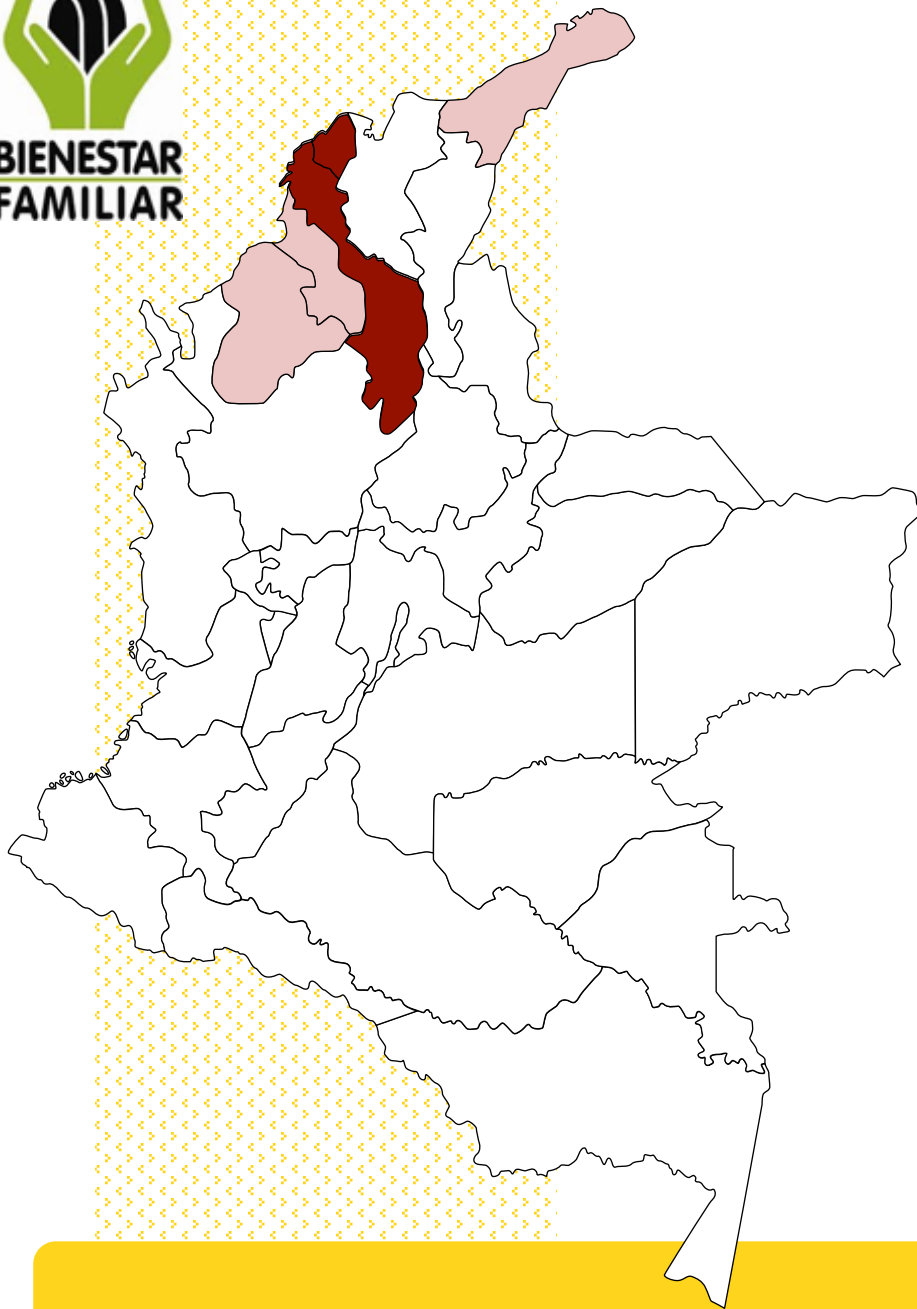
Carolina Maldonado Carreño
Eduardo Escallón Largacha
Paola Guerrero Rosada

School of Education
Universidad de Los Andes
Bogotá, Colombia





**BIENESTAR
FAMILIAR**



aeiotü

por la educación de la primera infancia
FUNDACIÓN CARULLA

Workshops

Day 1

Day 2

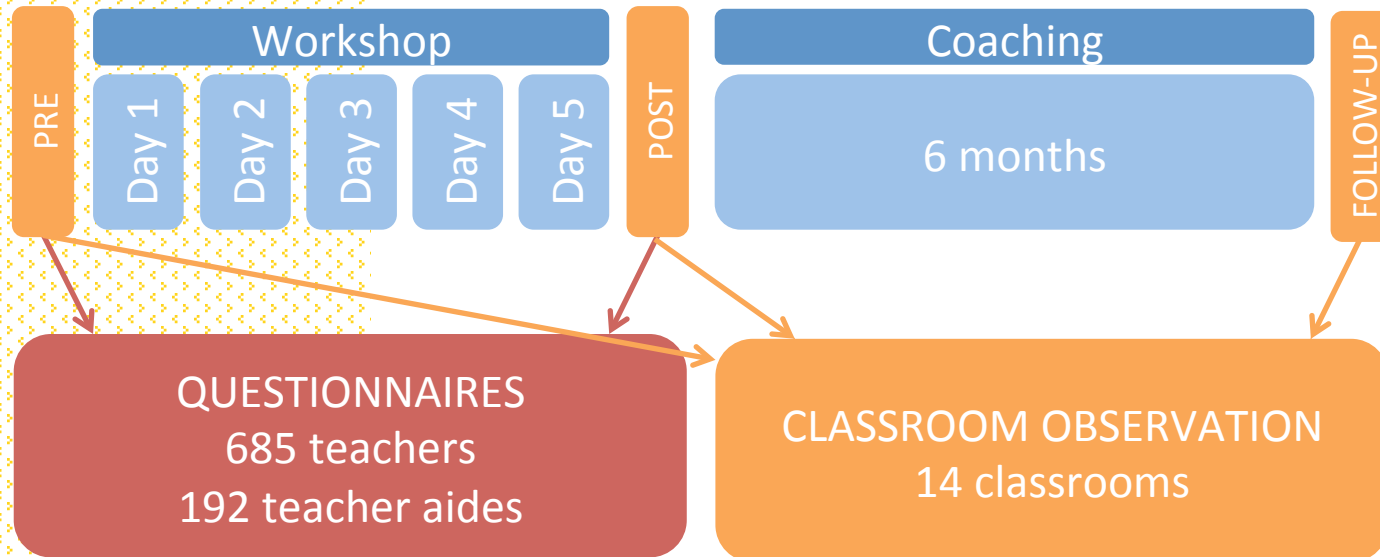
Day 3

Day 4

Day 5

161 institutions
1104 participants
(teachers, aides,
directors)

Study Design





WORKSHOPS

Participants

	Teachers N = 685		Teacher Aides N = 192	
	M	S.D.	M	S.D.
Years of experience	13.07	8.83	8.54	8.67
Education				
Technical	0.49	0.50	0.51	0.50
Professional	0.22	0.42	0.06	0.25
Workshops/seminars	0.26	0.54	0.32	0.46
Attended 3 or more sessions	0.71	0.45	0.71	0.42
Department				
Atlántico	0.43	0.49	0.45	0.49
Bolívar	0.57	0.49	0.54	0.49

Measures

Teacher beliefs
($\alpha=0.95$)

About children
About discipline
About learning

Teacher Belief Q-Sort
(Rimm-Kaufman et al. 2006)
(1 to 5 scale)

Effective interactions
($\alpha=0.76$)

Knowledge about effective interactions

Teachers' Knowledge of Effective Interactions
(Pianta et al. 2007) (1 to 5)

Expectations for the program
($\alpha=0.78$)

Motivation
Applicability
Need
Institutional support
Relevance

Designed questionnaire
20 items (1 to 5 scale)

Knowledge about contents
($\alpha=0.78$)

Conception of childhood
Inclusion
Learning environments
Follow-up strategies
Assessment

Designed questionnaire
12 items (1 to 4 scale)

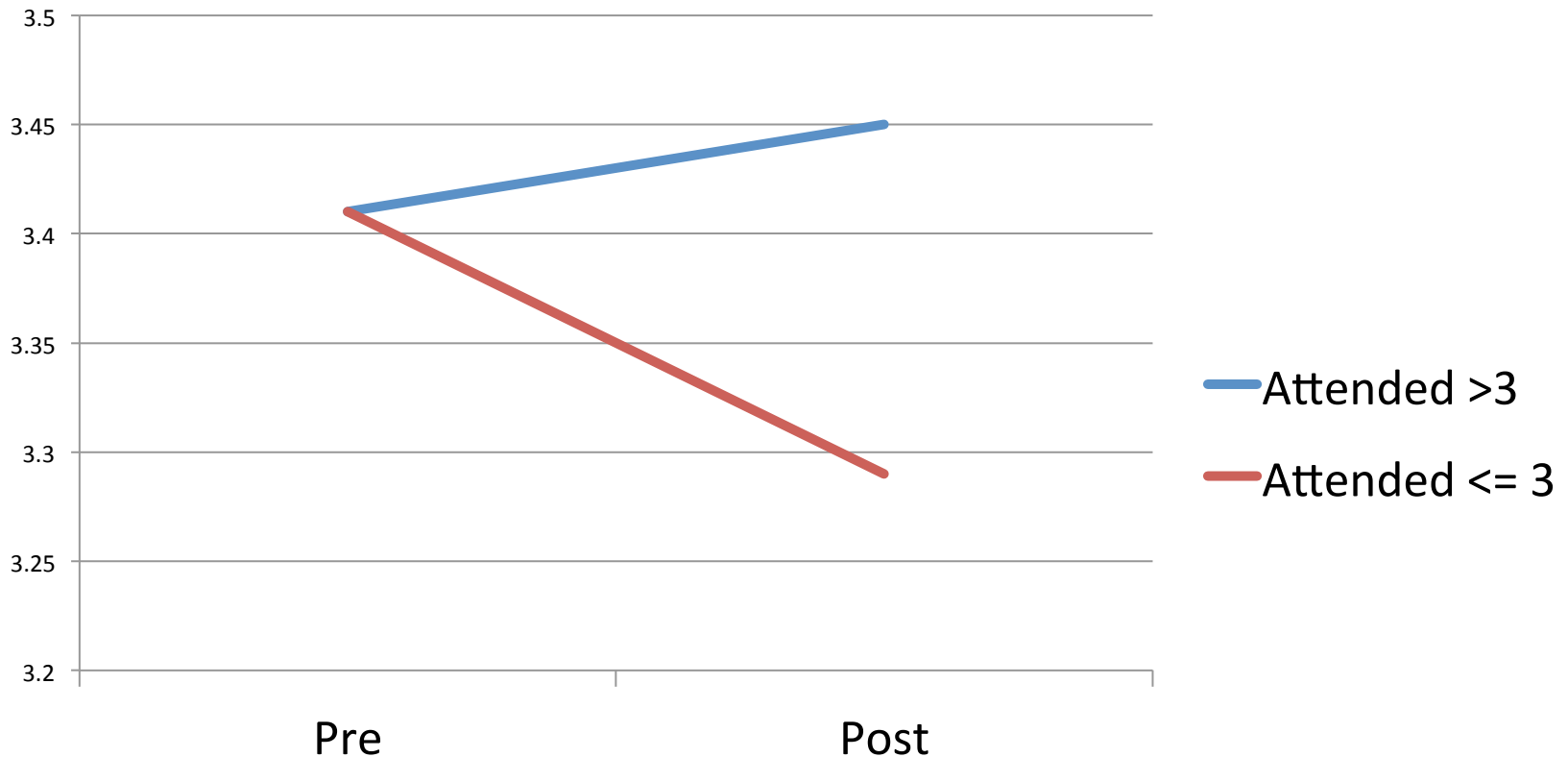
Analytic Strategy

Individual growth models in HLM

$$Y_{ti} = \pi_{0i} + \pi_{1i}Time + \varepsilon_{ti}$$

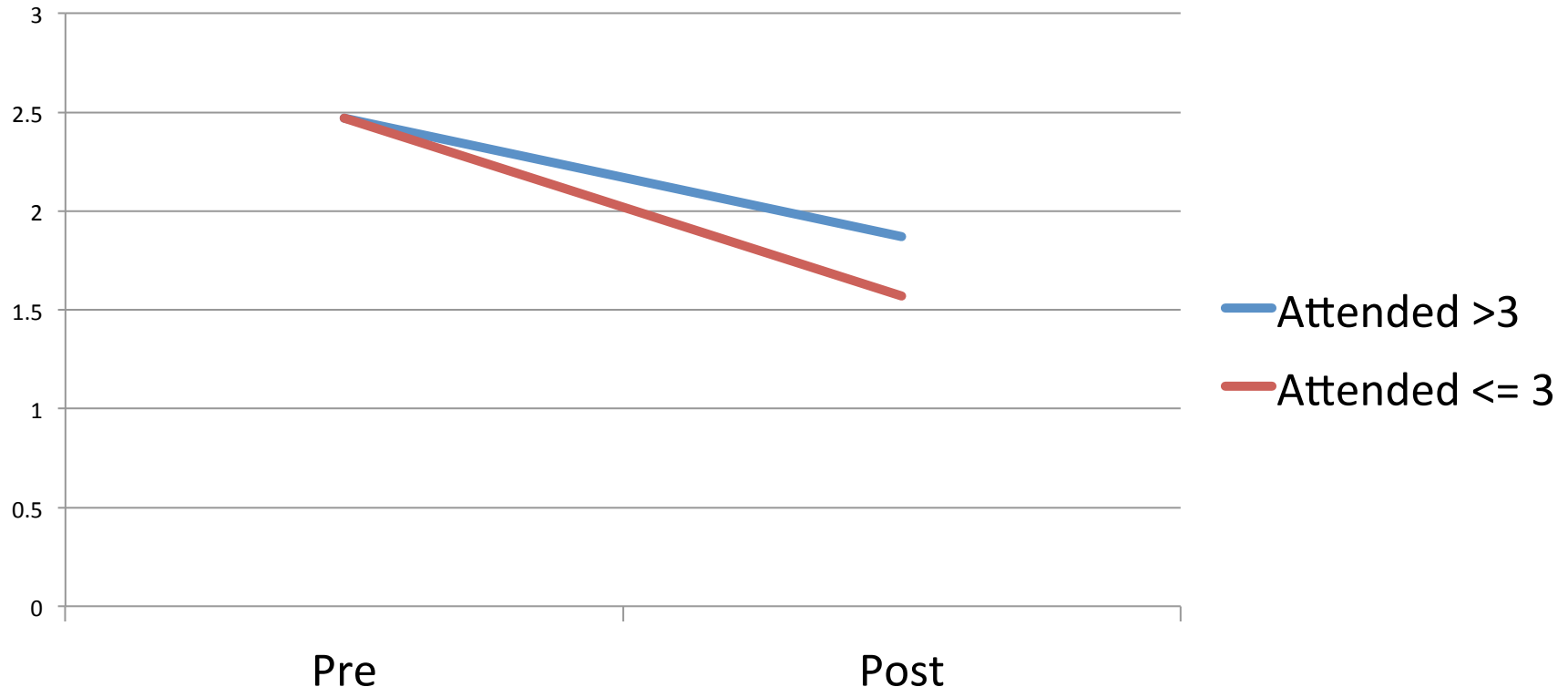
Workshop attendance

Knowledge about Learning Environments



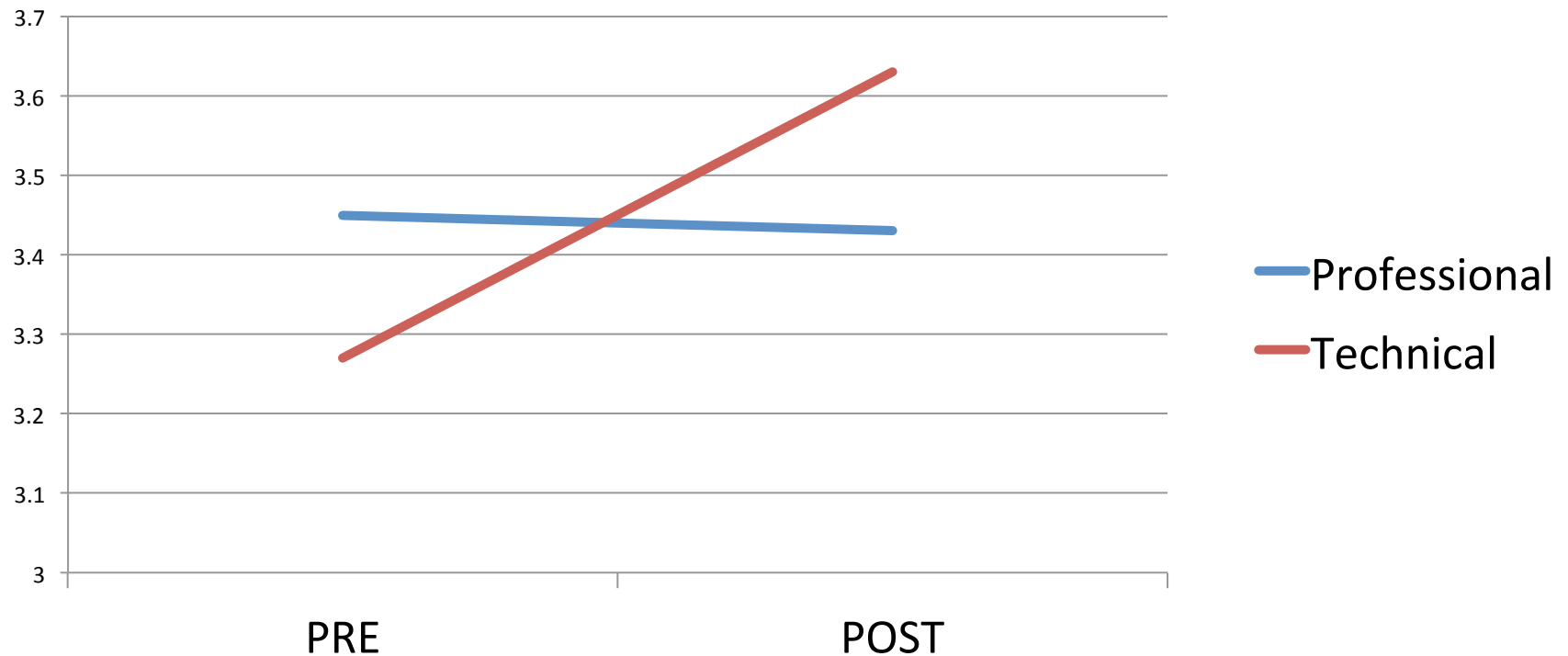
Workshop attendance

Negative view toward student motivation and likeability



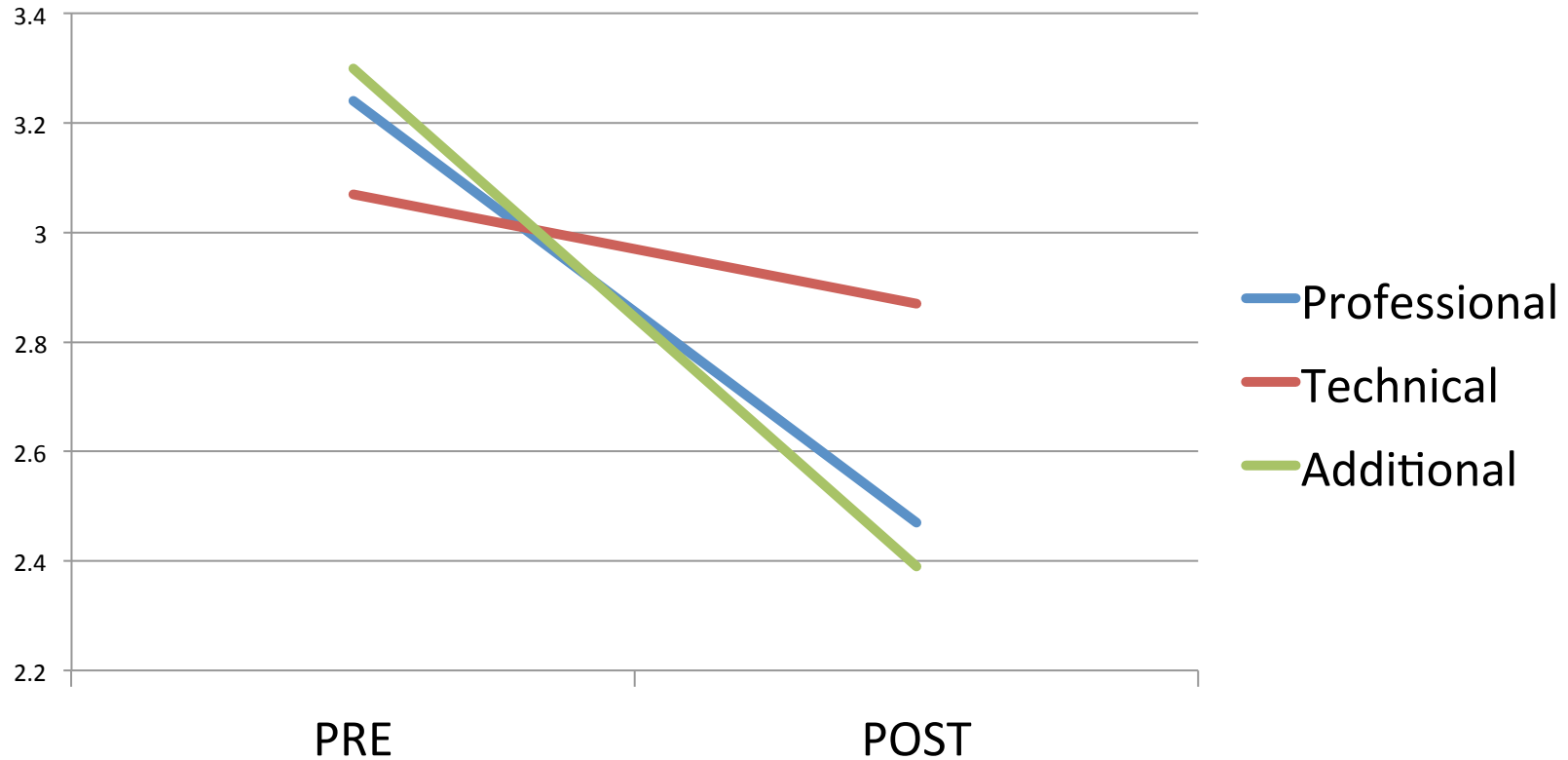
Education

Understanding of student needs and individuality



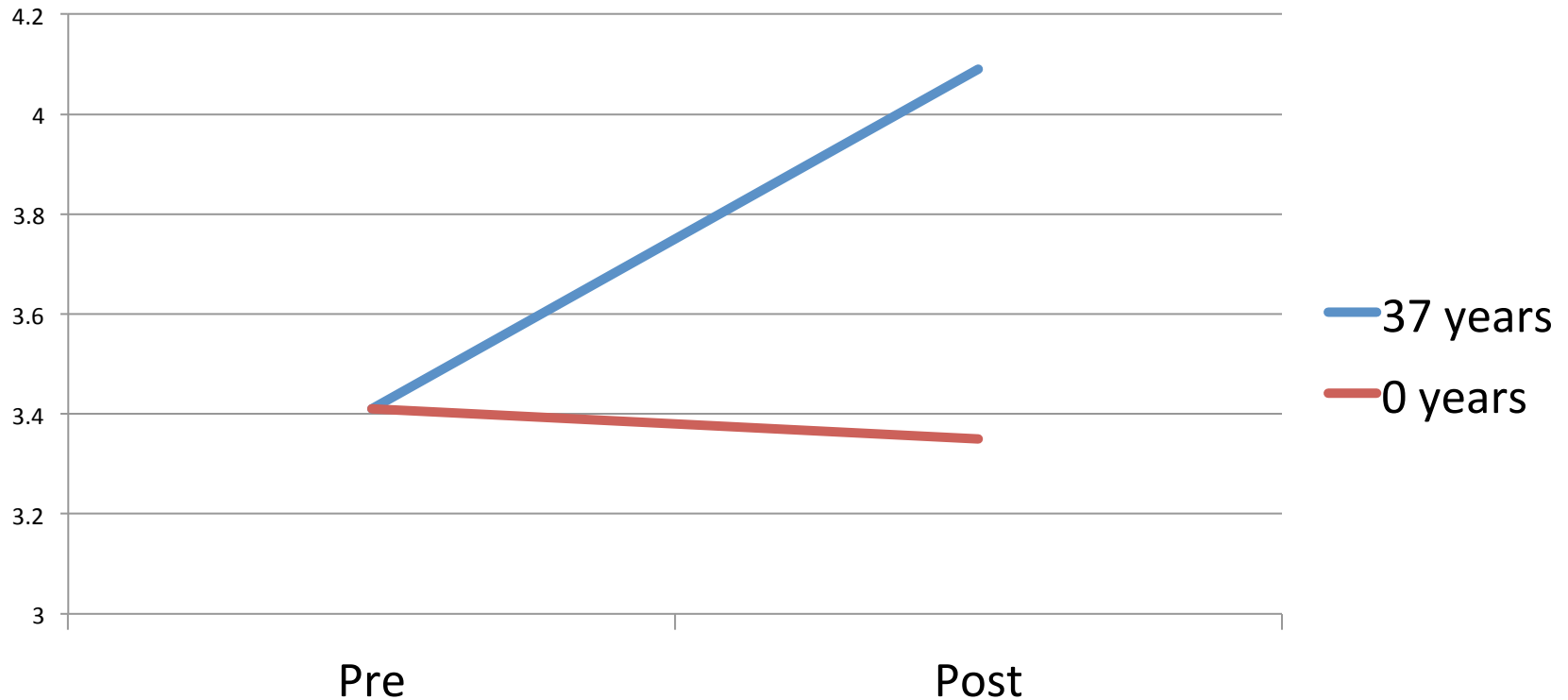
Education

Teacher direction



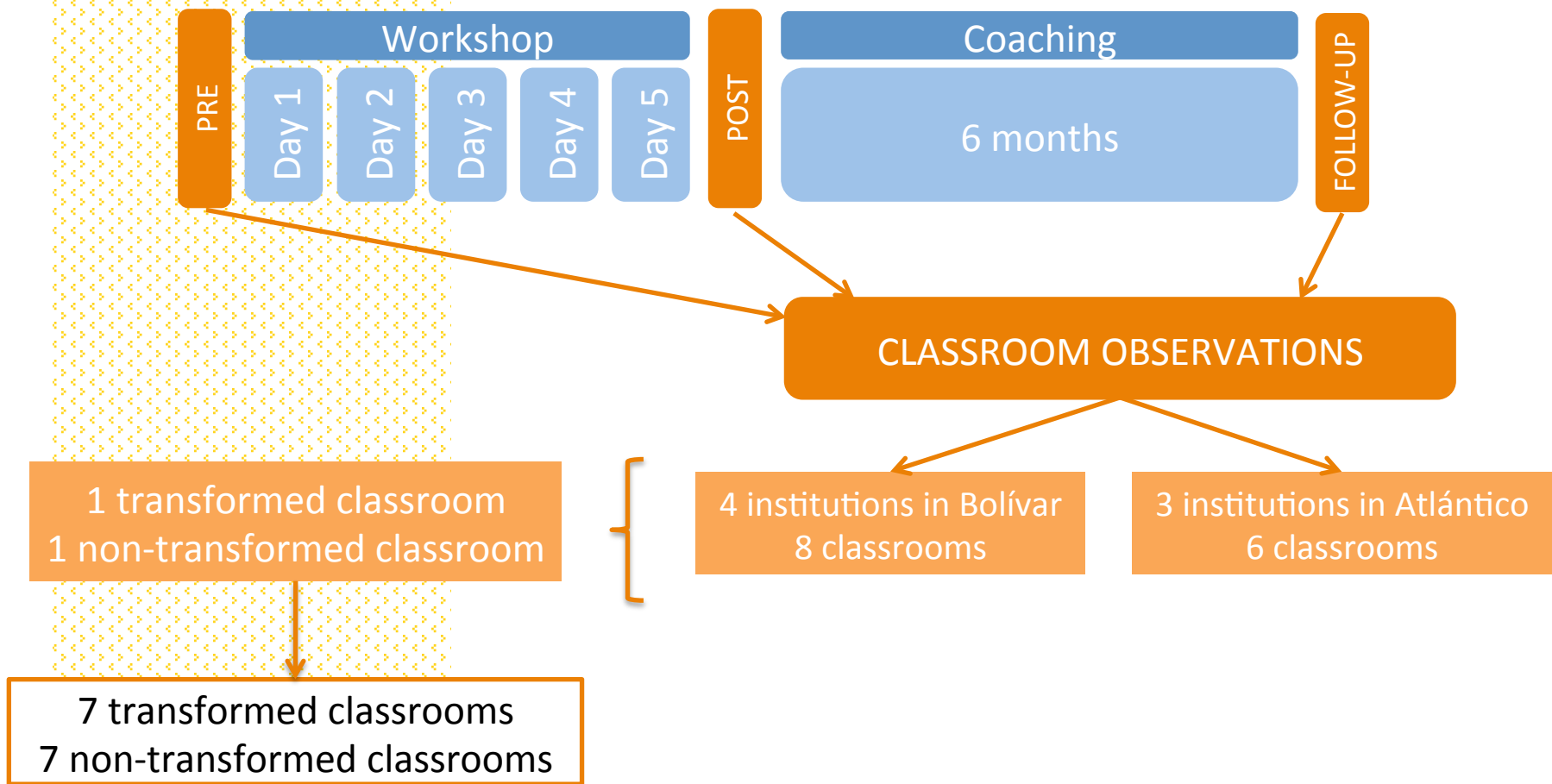
Teaching experience

Knowledge about learning environments





Coaching



Classroom observations

1 CLASS certified observer

1 morning (8 to 12pm) – live coding

Structural characteristics

Furniture
Decoration
Organization

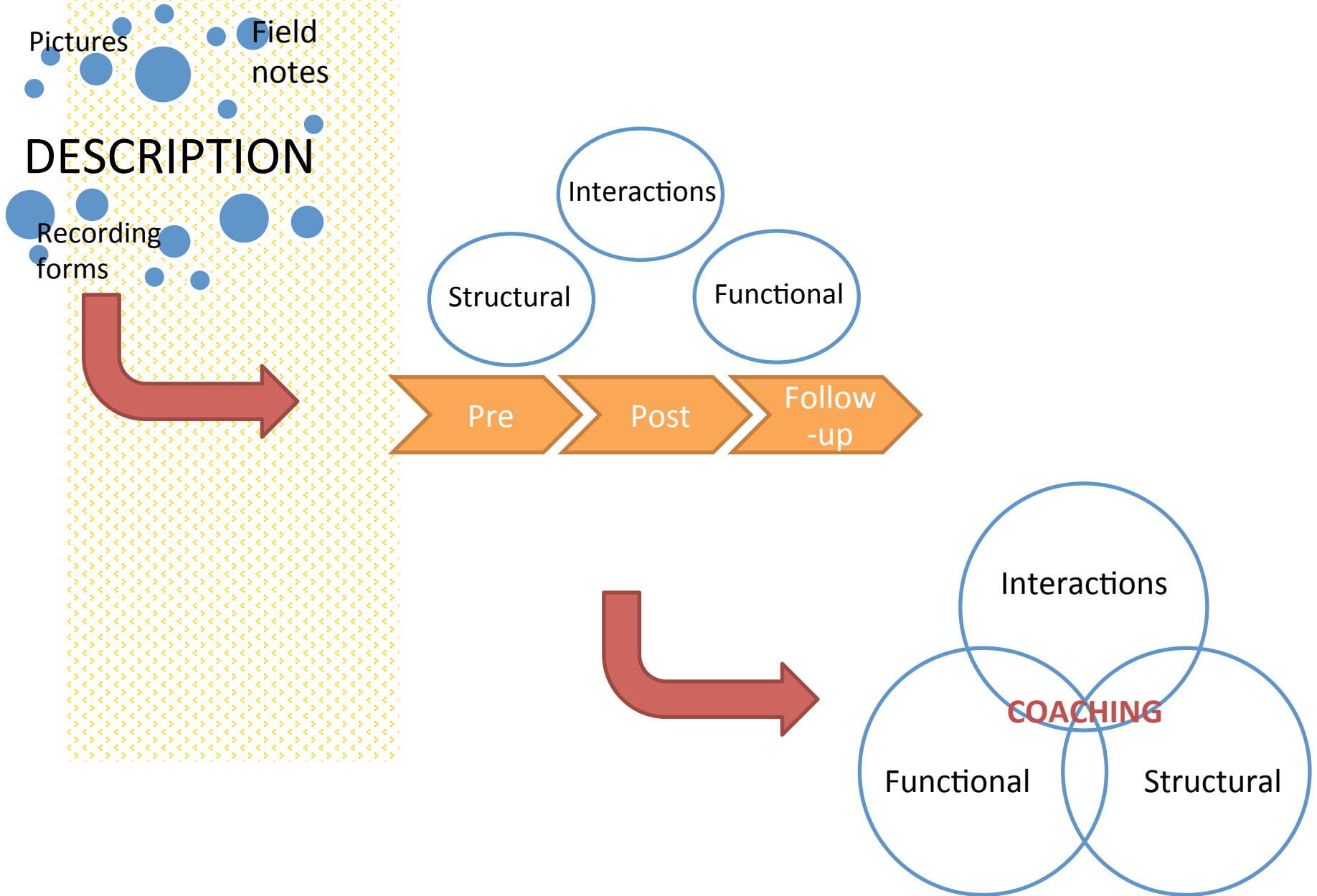
Quality of interactions

CLASS Pre-K and Toddler
dimensions

Functional characteristics

Activities (Art, play, literature,
exploration)
Use of spaces and materials

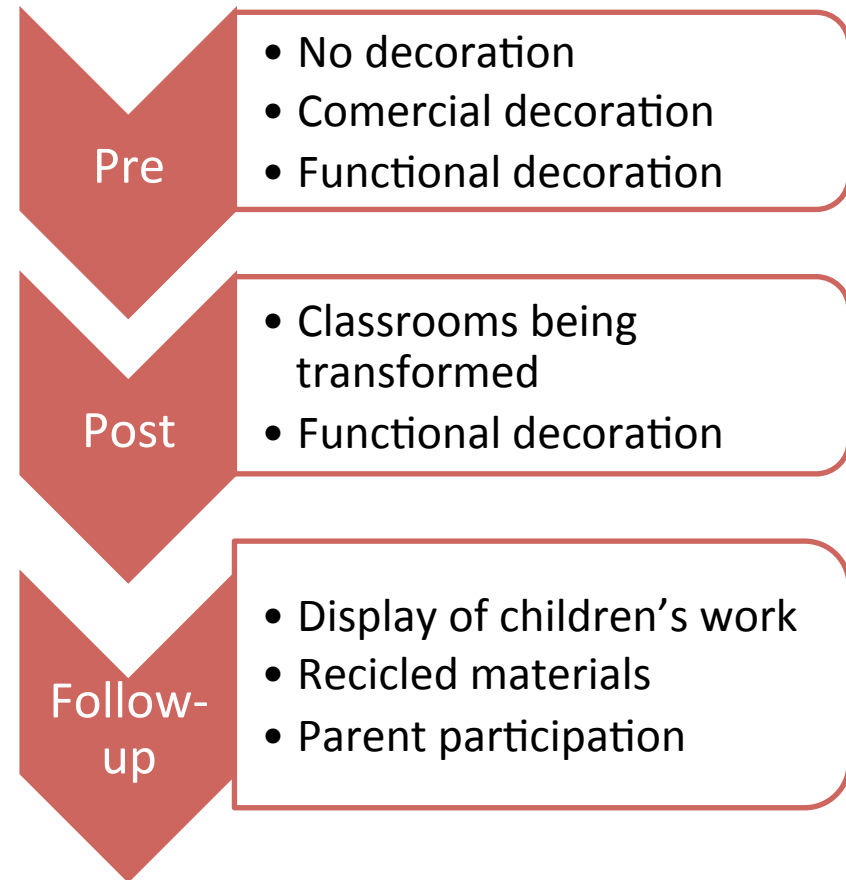
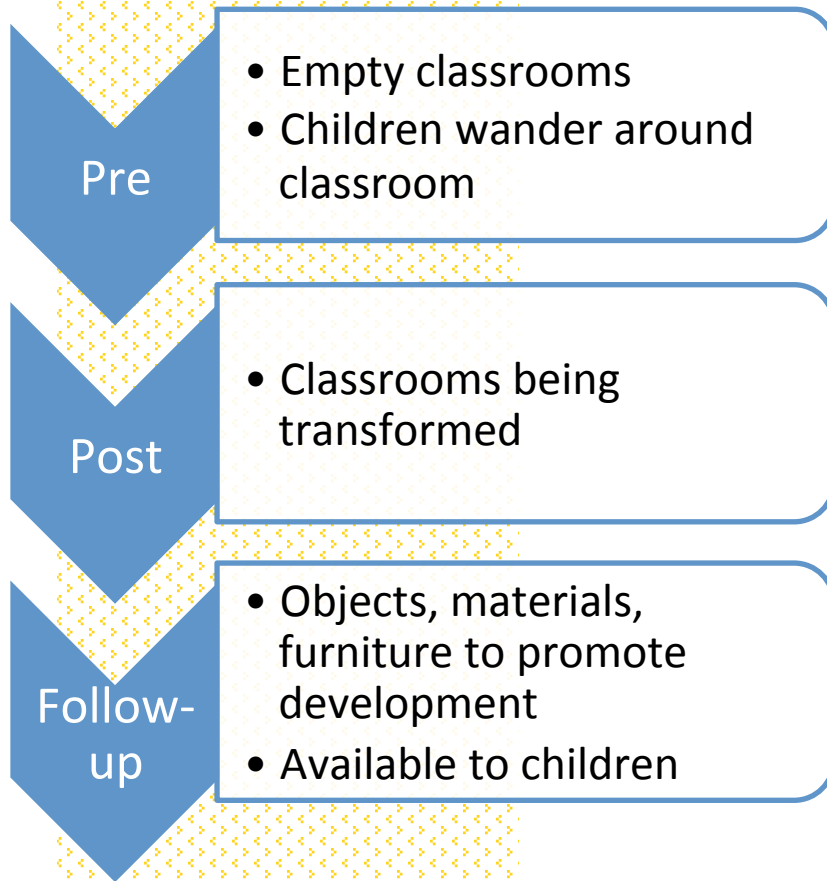
Analytic Strategy



Structural Characteristics



Structural Characteristics



Not limited to transformed classrooms

Structural Characteristics (PreK / non-transformed)



Structural Characteristics (Toddlers/ transformed)



PRE

29/04/2016



POST



FOLLOW-UP



Structural Characteristics: Organization

	PRE	
	Center	Corners
Transformed classrooms		
I1 (Atlántico)	X	
I2 (Atlántico)	X	
I3 (Atlántico)	X	
I4 (Bolívar)	X	
I5 (Bolívar)	X	
I6 (Bolívar)	X	
I7 (Bolívar)	X	
Non-transformed classrooms		
I1 (Atlántico)	X	
I2 (Atlántico)	X	
I3 (Atlántico)	X	
I4 (Bolívar)	X	
I5 (bolívar)	X	

Functional Characteristics



Functional Characteristics: Activities

PRE

- Free play prevalent
- Teacher-controlled activities
- Low levels of engagement
- Seldom book reading and exploration, art as pattern repetition and coloring

POST

- Hard to organize classrooms where materials are now available
- Attempts to allow children's participation result in unstructures activities
- Teachers with low control of classroom

FOLLOW-UP

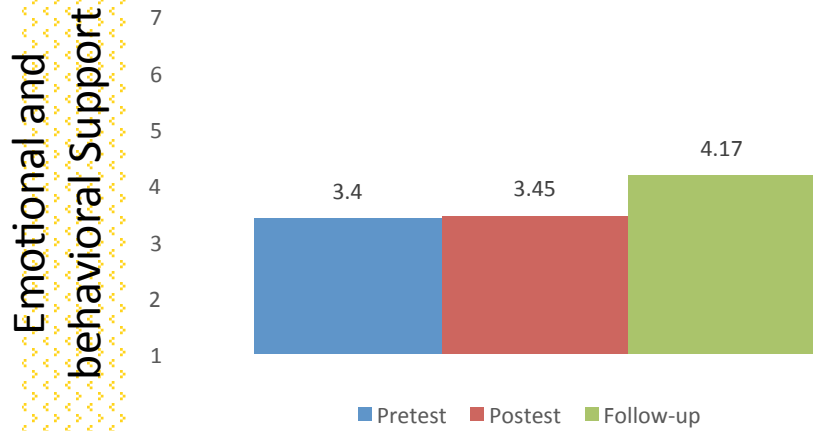
- Some presence of symbolic play
- More frequent book reading, art and exploration
- Higher levels of involvement (teachers and children)
- Low instructional quality

Quality of Interactions

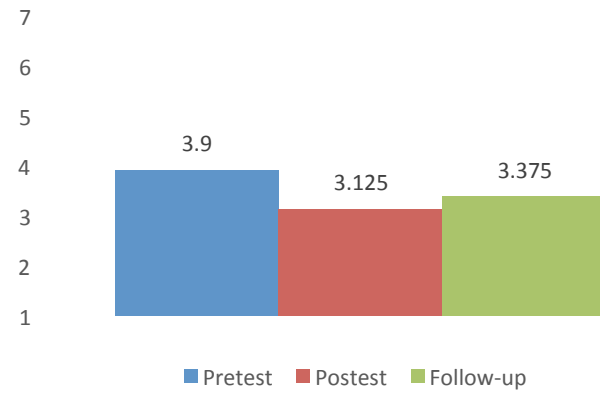


Toddlers

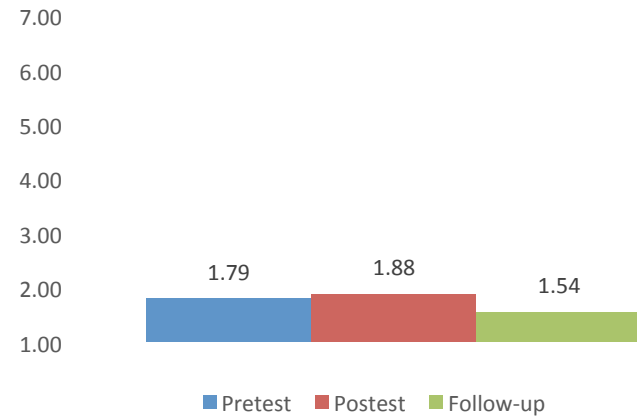
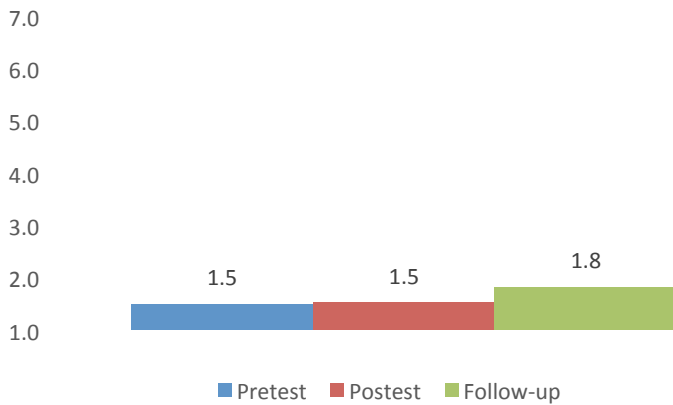
Transformed



Non-transformed

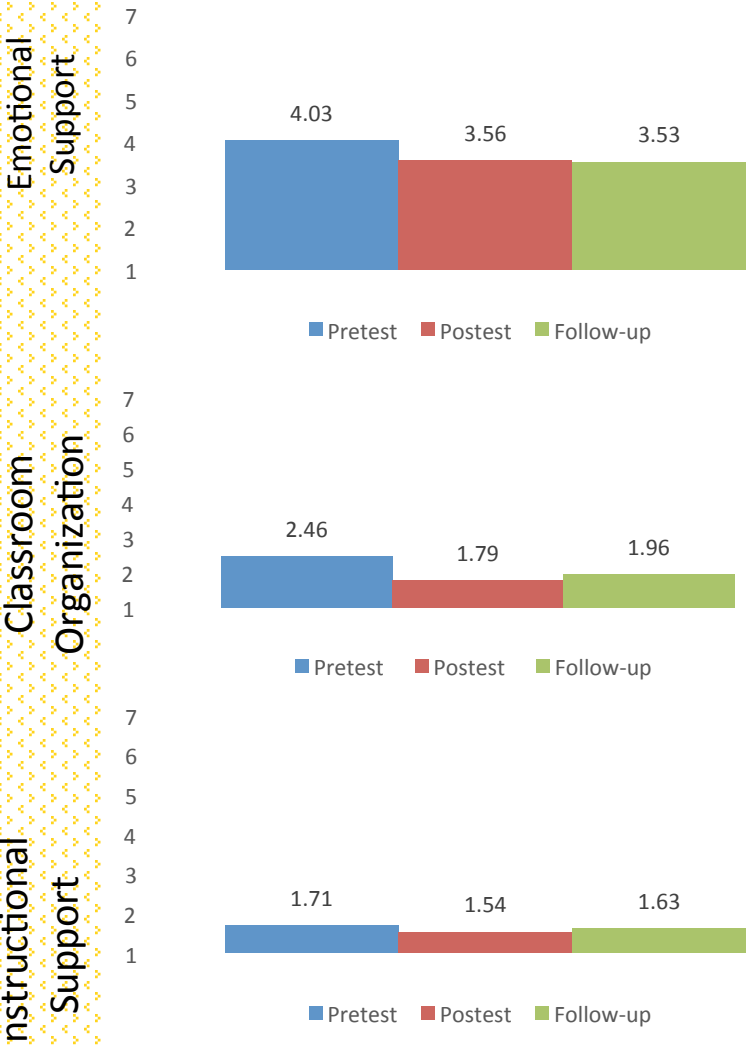


Engaged support for learning

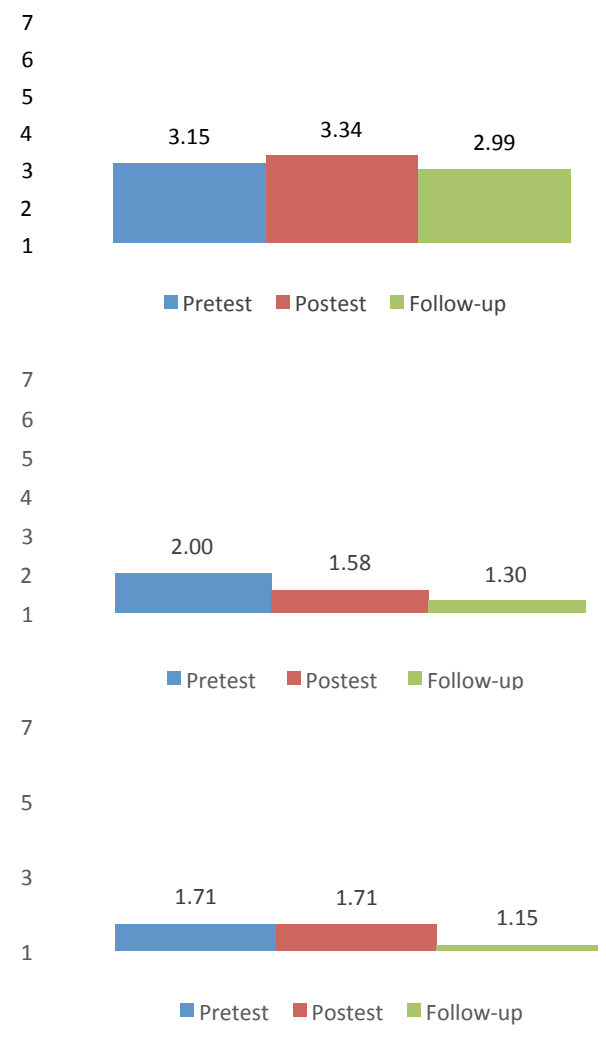


PreK

Transformed

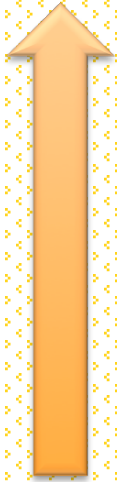


Non-transformed



Conclusions

Effects of Workshops



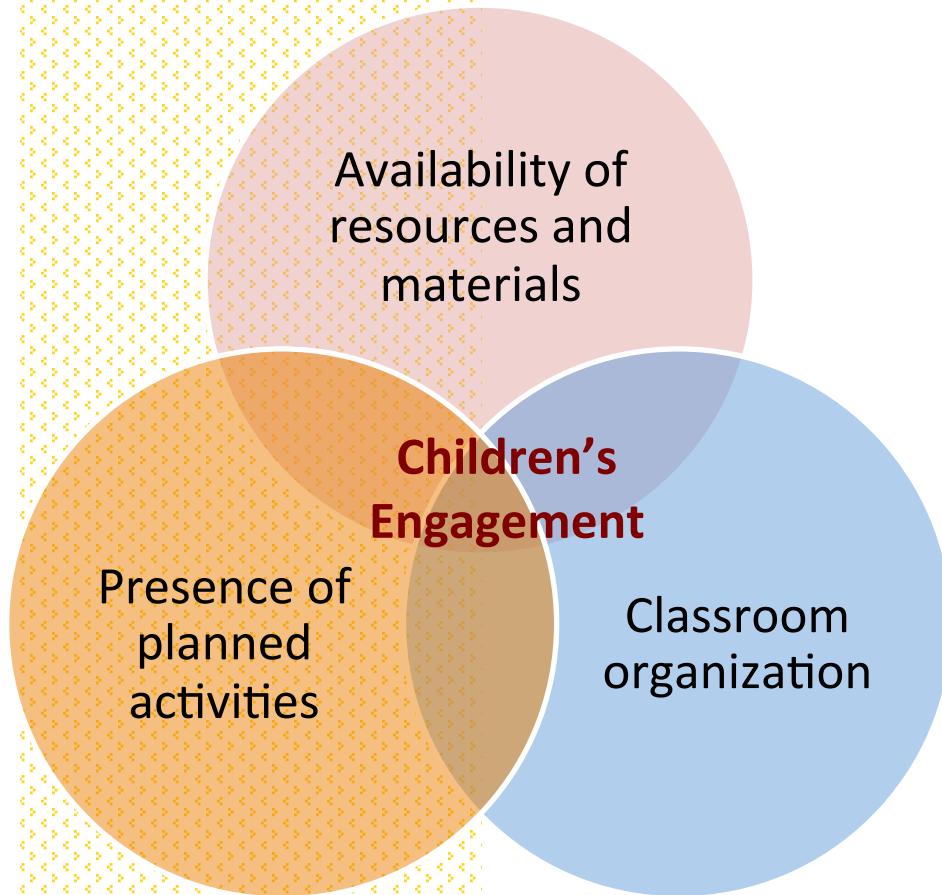
Knowledge about learning environments

Beliefs about classroom discipline

Beliefs about children

- ✓ Associated with teacher's characteristics:
 - Workshop attendance, experience and education
- ✓ Consistent with classroom observations at follow-up

Effects of Coaching Model



- ✓ Teachers need additional support to improve quality of interactions and pedagogical practices
- ✓ Differential strategies for prek and toddlers

Thank you!

ca-maldo@uniandes.edu.co

je.escallon27@uniandes.edu.co

pa.guerrero12@uniandes.edu.co