Family Child Care: A Practice-based Approach to Professional Development
Serene Koh

- Research on family child care
- Importance of early literacy development
- Practice-based approach to professional development
- Method
- Results
  - Quantitative
  - Qualitative
- Discussion and policy Implications

overview

- ❖ Definition
- ❖ Potential of family child care
  - Children
  - Community
- ❖ Existing research on family child care
  - Comparatively lower in quality
  - Professional development
  - Global quality, not language and literacy

family child care

- National priority
- Existing research
- Low-income children

early literacy

- ❖ Research and policy imperative
- ❖ A practice-based model of professional development
- ❖ How study fills gap

thesis

1. Does a practice-based professional development program improve early literacy content and pedagogical _knowledge_ in family child care?

2. Does this professional development program improve early literacy instructional _practice_ in family child care?

3. In what ways does a practice-based professional development program improve early literacy instructional practice in family child care?

questions

- 128 providers
- Recruitment
- Eligibility
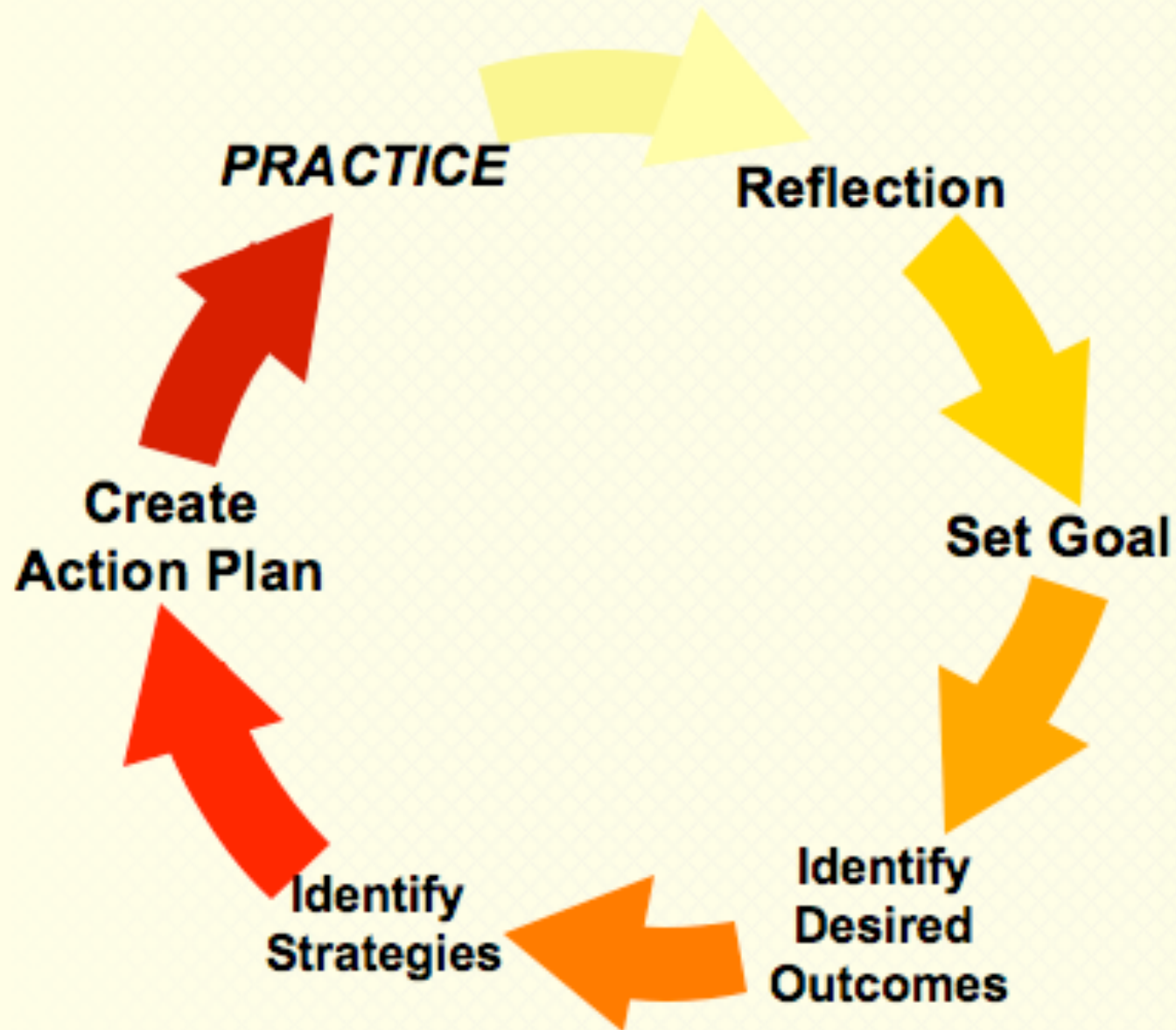- 3 groups:
  - Course only
  - Coaching + course
  - Control

sample

- Language and literacy course
- Literacy coaching
- Coaching cycle

intervention

PRACTICE

Reflection

Set Goal

Identify Desired Outcomes

Identify Strategies

Create Action Plan

- Language and literacy knowledge assessment
- CHELLO
- Qualitative observation field-notes
- Provider/ coach interview
- Provider survey
- Coaches focus group data

measures

| Pre-intervention	During intervention	Post-intervention
❖ Knowledge assessment ❖ pre-CHELLO	❖ Course ❖ Coaching ❖ Observations ❖ Provider/ coach interview	❖Knowledge assessment ❖ post-CHELLO ❖ Provider survey ❖ Coaches focus group

procedures

- ❖ Teacher knowledge
  - No significant differences between groups on post-test
- ❖ Teacher practice
  - Statistically significant differences between:
    - **Coaching + course** vs. course-only (*d*=.71)
    - **Coaching+ course** vs. Control (*d*=.74)
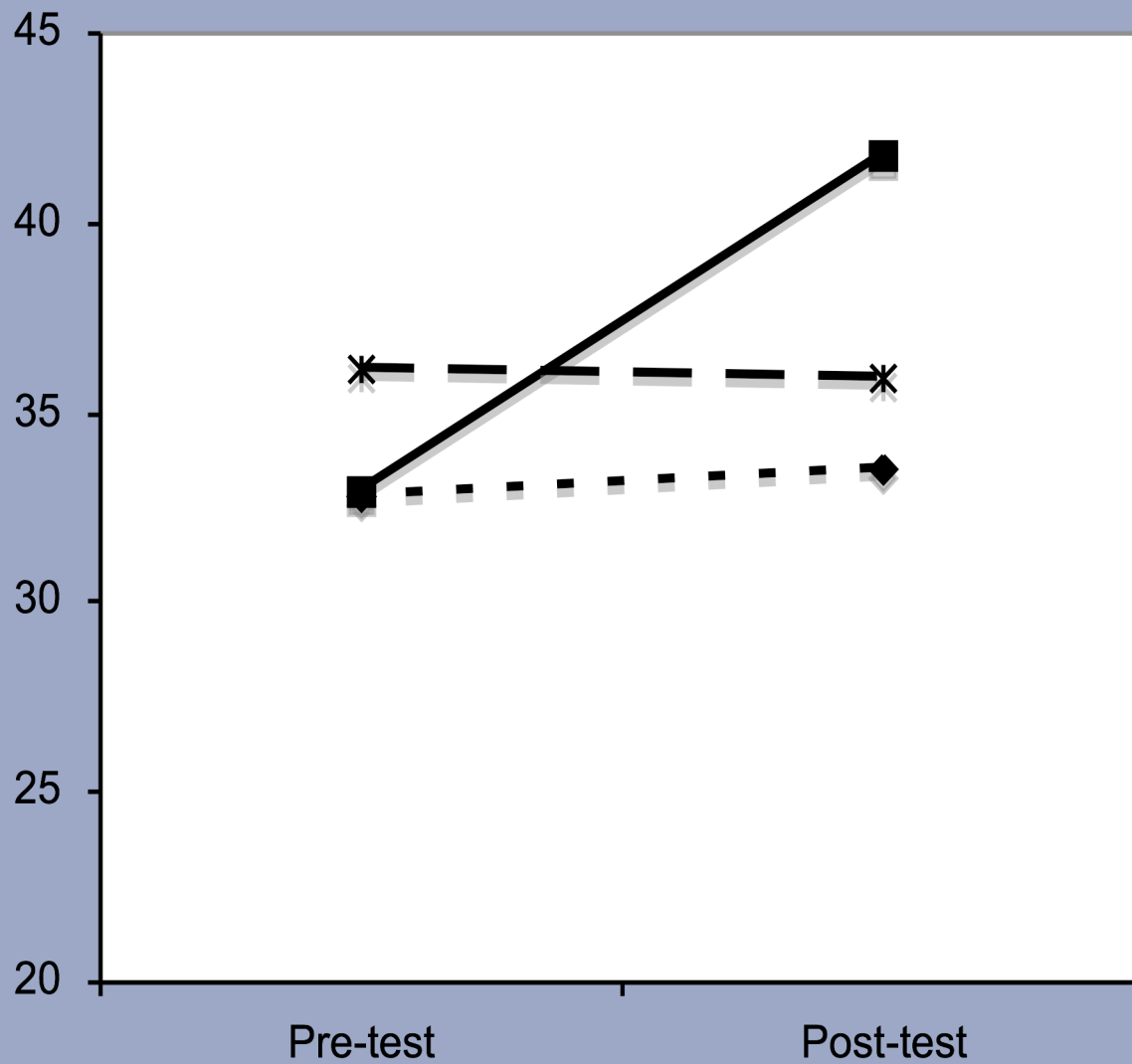- ❖ Replicated for structural and process quality

results
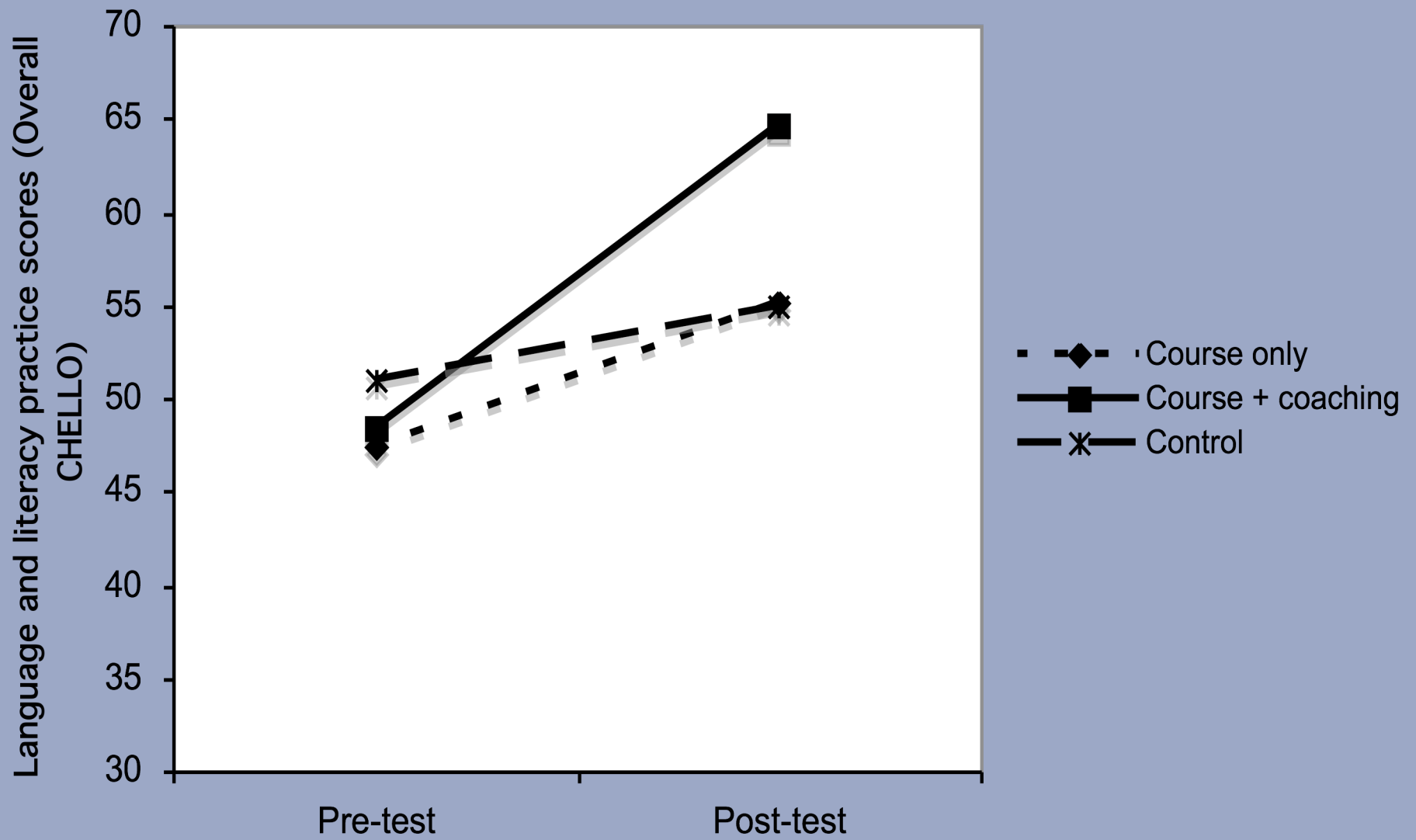
overall
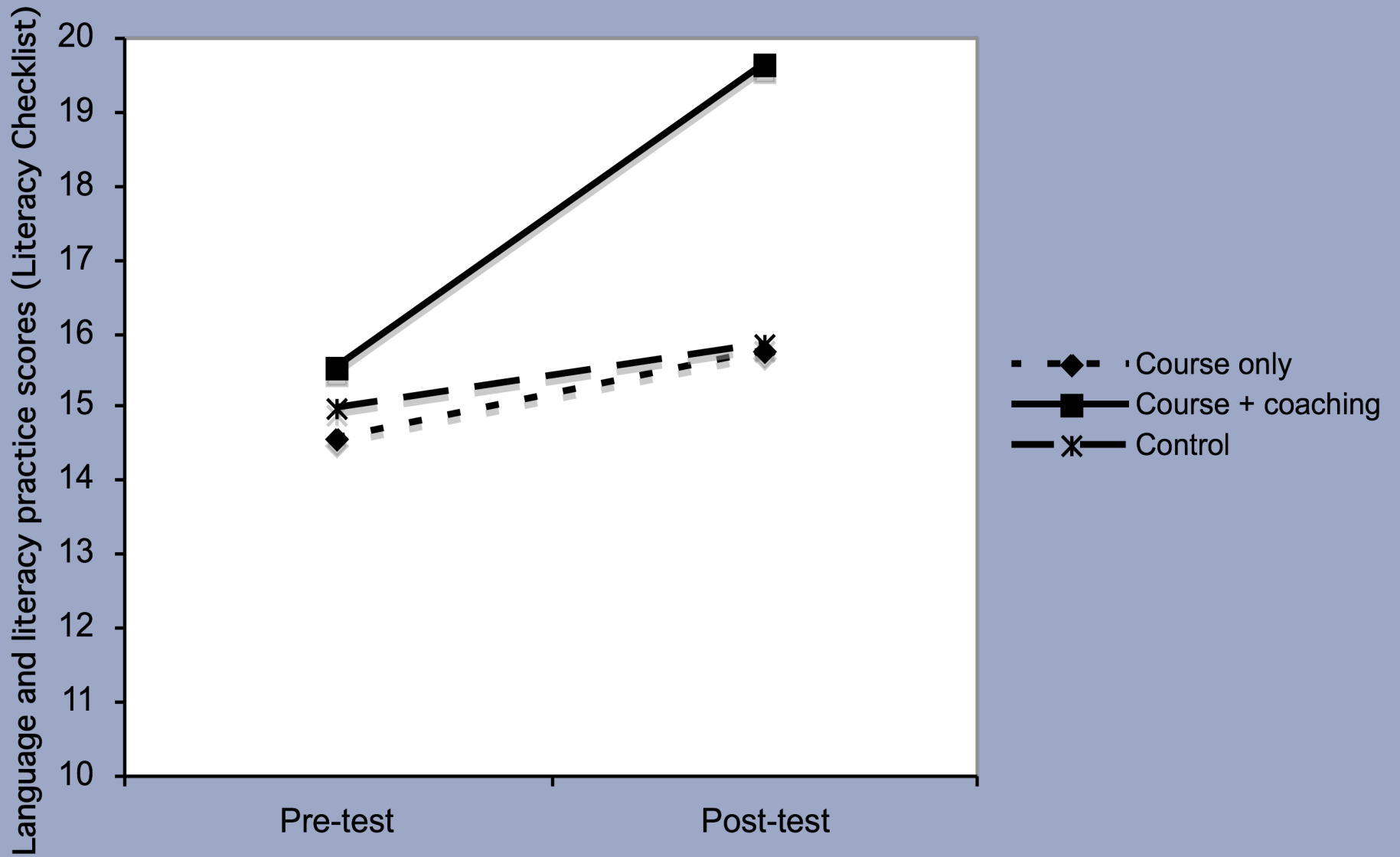
structural

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How did coaching improve practice in family child care?

results

- "The best part is having a deadline... having someone make you think about things."

- "I learned so much from my coach. It was the simple things like a schedule."

- "...not to have all the answers."

- "I try to naturally get the provider to set her own goals."

collaborative goal-setting

- "I never thought of using them as a good way to actually teach…"

- "She allowed me to grow as a real teacher."

- "…they were seeing themselves as baby-sitters or nannies."

- "…she was standing up straighter and she was proud."

professionalism

- "…think outside the box"
- "She was a fresh set of eyes on my childcare practice."
- "…I made one suggestion and she just expanded on it."
- "That's exciting to see somebody catch fire… that it ignites something in her."

new strategies

- ❖ "The greatest gift was learning how to use objects from the dollar store ."
- ❖ "She showed me that books can go anywhere, not just the library."
- ❖ "...amazing amount of isolation.
- ❖ "Home providers are waiting at the door for us to come, they keep wanting to extend our time there."

overcome challenges

- Coaching works!
- Create opportunities for professional development for family child care providers
- Re-think coursework-only models of professional development for family child care providers
- Implications for low-income children

discussion

- Generalizability to other groups
- Provocative findings about knowledge gains
- Caution about independent coaching component
- Child outcomes
- Dosage/ time issue

limitations

- Popularity of family child care with low-income families.
- Family child care ≠ poorer quality care
- Bold imperatives needed

conclusion

Contact:

Serene Koh

serenek@umich.edu

Website:

http://www.umich.edu/~rdytolrn/read
  ytoread.html

the end.