**Studying Coaching-based Professional Development Interventions in Early Childhood**

Karen E. Diamond, Ph.D.

Department of Human Development and Family Studies

Purdue University

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2:30-4:00 p.m. in 234 Mabel Lee Hall

Extended conversation will follow this presentation (4:00-5:00 p.m. in 234 Mabel Lee Hall)

Coaching and other forms of individualized work with teachers are in the forefront of approaches to early childhood professional development. Yet, despite its appeal, coaching is not a guaranteed path toward teachers’ use of higher levels of evidence-based practices. In addition, relatively little research has examined aspects of coaching implementation. The focus of this presentation is on the work that I have done with my colleague, Douglas Powell, on coaching-based professional development interventions in early childhood classrooms. We examine aspects of coaching that are central to individualized work with teachers, along with approaches to the reliable measurement of coaching and the ways in which information on coaching implementation can be used in the design and modification of coaching-based professional development interventions. These elements of coaching will be discussed with illustrations from our ten years of professional development work with Head Start teachers.

Brief bio:

Karen Diamond is Professor in the Department of Human Development and Family Studies at Purdue University. Her research focuses on effective approaches for teaching preschool children at-risk for later school failure because of poverty or disability. She has collaborated with Profs. Douglas Powell (at Purdue) and Samuel Odom (at the University of North Carolina) on four different intervention projects seeking to improve children’s early developmental outcomes through work with their teachers. She is a past Editor of Early Childhood Research Quarterly.