

Table 1. Article Summary

Citation	Sample description	Design	Intervention duration	Intervention agent	Dependent measures	Results
Girolametto, Weitzman, & Greenberg (2012)	Experimental group: $N = 10$ Control group: $N = 10$	Randomized control trial	18 hours of group workshop 3 hours of individual coaching sessions	SLP	Video observation of teacher practice regarding code-focused instruction (e.g., letter and sound references) and oral language instruction (e.g., rate of decontextualized utterances that extended the story beyond the text).	Experimental group scored higher than control group on oral language instruction derived from one dependent measure ($d = 1.25$, $n = 1$) and code-focused instruction derived from three dependent measures ($d = 1.56$, $n = 3$, 95% CI = .92 to 2.21).
Hindman & Wasik (2011)	Experimental group: $N = 17$ Control group: $N = 10$	Randomized control trial	27 hours of group workshop 18 hours of individual coaching sessions	Teachers with master's degrees in early childhood education and >10 years of experience	Multiple-choice and true/false exam questions to measure teacher knowledge of oral language, sound awareness, alphabet, writing, and book reading.	Experimental group scored moderately higher than control groups on knowledge exam ($d = .67$, $n = 6$, 95% CI = .28 to 1.06).
Hindman & Wasik (2012)	Experimental group: $N = 11$ Control group: $N = 9$	Quasi-randomized control trial	27 hours of group workshop 18 hours of individual coaching sessions	Teachers with master's degrees in early childhood education and >10 years of experience	Rating of teacher practice using two checklist measures.	Experimental group scored much higher than control group on general practice ($d = 2.1$, $n = 2$, 95% CI = .93 to 3.26).
McCollum, Hemmeter, & Hsieh (2011)	Experimental group: $N = 7$ Control group: $N = 5$	Randomized control trial	10 hours of group training/orientation 15 hours of coaching sessions	Researchers who had a master's or doctoral degree in early childhood special education	Rating scales that assessed teacher's oral language instruction, code-focused instruction, and classroom environment.	Experimental group did not outscore the control group on oral language instruction ($d = .7$, $n = 1$) but scored higher on code-focused instruction ($d = 2.7$, $n = 2$, 95% CI = 1.55 to 3.84) and classroom environment ($d = 1.89$, $n = 4$, 95% CI = -.69 to 4.46).
Milburn, Girolametto, Weitzman, & Greenberg (2014)	Experimental group: $N = 10$ Control group: $N = 10$	Randomized control trial	18 hours of group workshop 3 hours of individual coaching sessions	SLP	Six dependent measures analyzed from videotapes to assess teacher's oral language instruction quality.	Experimental group achieved significantly higher quality of oral language instruction than controls ($d = 1.56$, $n = 6$, 95% CI = .92 to 2.21).

Table 1. Article Summary (continued)

Citation	Sample description	Design	Intervention duration	Intervention agent	Dependent measures	Results
Neuman & Cunningham (2009)	Experimental group: $N = 53$ Control group: $N = 71$	Randomized control trial	45 hours of group coursework 48 hours of individual coaching sessions over the course of a year	Experienced early childhood educators	Teacher knowledge and beliefs assessment. Rating scales that assessed teacher's general language and literacy practice and the classroom's physical environment.	Experimental and control groups scored comparably on knowledge and beliefs assessment ($d = .03$, $n = 1$). Experimental group scored higher than controls on general practice ($d = .59$, $n = 2$, 95% CI = .58 to .59) and classroom environment ($d = 1.53$, $n = 3$, 95% CI = .30 to 3.36).
Neuman & Wright (2010)	Experimental group: $N = 58$ Control group: $N = 32$	Randomized control trial	30 hours of individual coaching sessions without separate coursework. Knowledge of emergent literacy was infused throughout coaching sessions.	Experienced early childhood educators	Teacher knowledge and beliefs assessment. Rating scales that assessed teacher's general language and literacy practice and the classroom's physical environment.	Experimental and control groups scored comparably on knowledge and beliefs assessment ($d = .04$, $n = 1$) and on general teaching practice ($d = .31$, $n = 2$, 95% CI = .25 to .37). Differences in physical environment ($d = .55$, $n = 3$, 95% CI = .07 to 1.03) ($d = .25$) were significant.
Piasta et al. (2017)	Experimental group: $N = 179$ Control group: 174 teachers	Randomized control trial	30 hours of group workshop 18 months of individual coaching for 4–6 hours per session per month	Experienced early childhood educators	Teacher knowledge and beliefs. Ratings of teacher practice of oral language instruction and classroom literacy environment.	Experimental and control groups were comparable on knowledge and beliefs ($d = .12$, $n = 4$, 95% CI = .01 to .22), oral language instruction ($d = .03$, $n = 1$), and environment ratings ($d = .01$, $n = 1$).
Powell, Diamond, Burchinal, & Koehler (2010)	Experimental group: $N = 42$ Control group: $N = 31$	Randomized control trial	16 hours of group workshop 14 hours of individual coaching	Literacy coach	Ratings of quality of general classroom environment, code-focused instruction, and oral language instruction.	Experimental group achieved significantly higher scores than controls on general environment quality ($d = 1.47$, $n = 1$), but differences in code focused instruction ($d = .37$, $n = 1$) and oral language instruction were not significant ($d = .27$, $n = 3$, 95% CI = .04 to .49).

Table 2. Critical Appraisal Chart

Criteria	Girolametto et al. (2012)	Hindman & Wasik (2011)	Hindman & Wasik (2012)	McCollum (2011)	Milburn et al. (2014)	Neuman & Cunningham (2009)	Neuman & Wright (2010)	Piasta et al. (2017)	Powell et al. (2010)
Randomization	2	2	2	2	2	2	2	2	2
Recognizable participants	2	2	2	2	2	2	2	2	2
Baseline equivalence	2	2	2	2	2	1	2	1	2
Blinding	2	2	2	2	2	1	1	1	1
Reliable outcome measures	2	2	2	2	2	2	2	2	2
Statistical significance	2	2	2	2	2	2	2	2	2
Practical significance/ effect sizes	2	2	0	0	2	2	2	0	2
Confidence interval for effect sizes	0	0	0	0	0	2	0	0	0
Attrition	2	2	2	2	2	2	2	2	2
Teacher-intervention confound	2	2	2	2	2	2	2	2	2
Treatment fidelity	2	2	2	2	2	2	2	0	2
Total	20	20	18	18	20	20	19	14	19
Percent agreement	100%	90%	100%	81%	100%	81%	90%	90%	90%

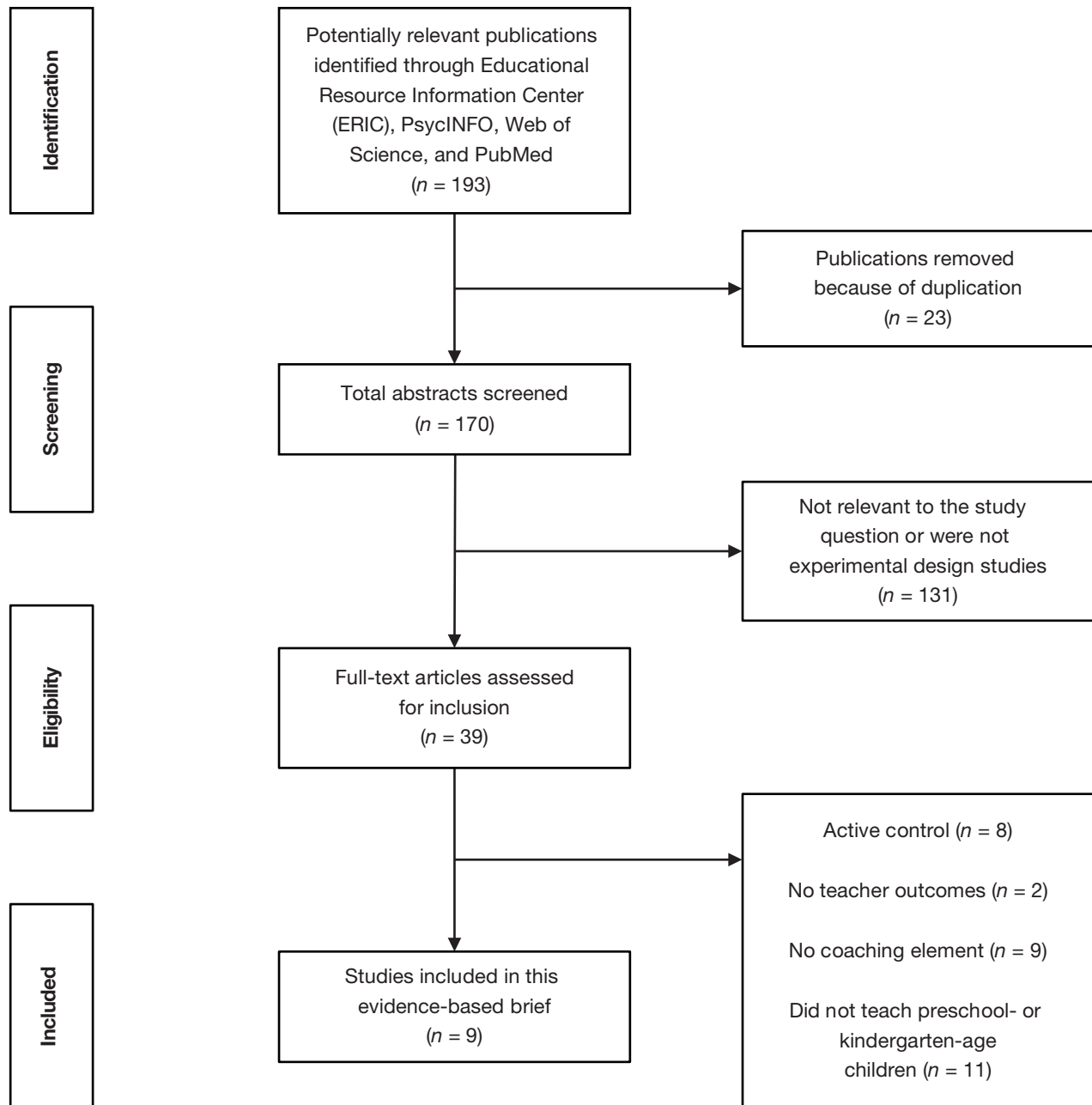


Figure 1. Flowchart for literature search and inclusion of articles