

The Role of Leadership in School Readiness, Part II

Developing Systems For Promoting Positive Outcomes For Children and
Families

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AI/AN Region XI Early Childhood Specialists



THE NATIONAL CENTER ON
Quality Teaching
and Learning



High Quality Professional Development:
Transfer of Knowledge and Skills to Practice



NCQTL

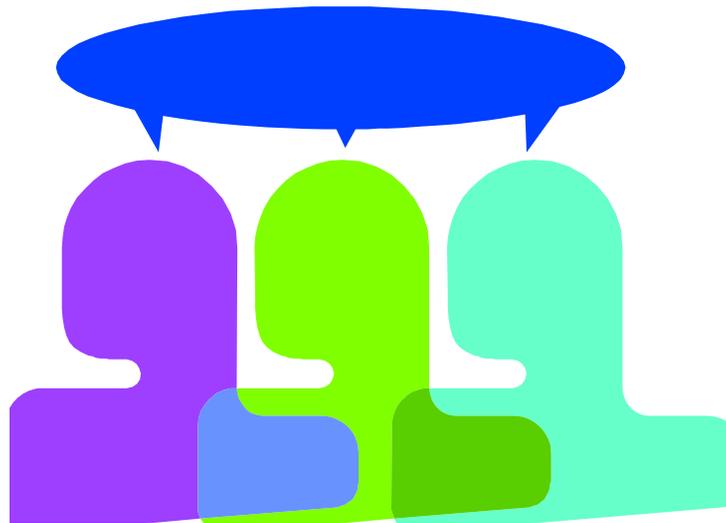
During This Session

We will :

- Develop a working definition of Professional Development (PD)
 - Explore a PD framework that considers **who, what, how, and why**
 - Analyze relationships between desired PD outcome(s) and PD strategies
 - Examine PD plans to evaluate alignment of PD strategies to desired outcome(s)
-
- Presentation content developed by the National Center for Quality Teaching and Learning (NCQTL)

PD Planning: What Does It Take

Group Brainstorm



PD Planning: The Missing Pieces



Consider....

Training without follow up is malpractice.

Stephanie Hirsch,
Executive Director

f National
Council on Staff Development

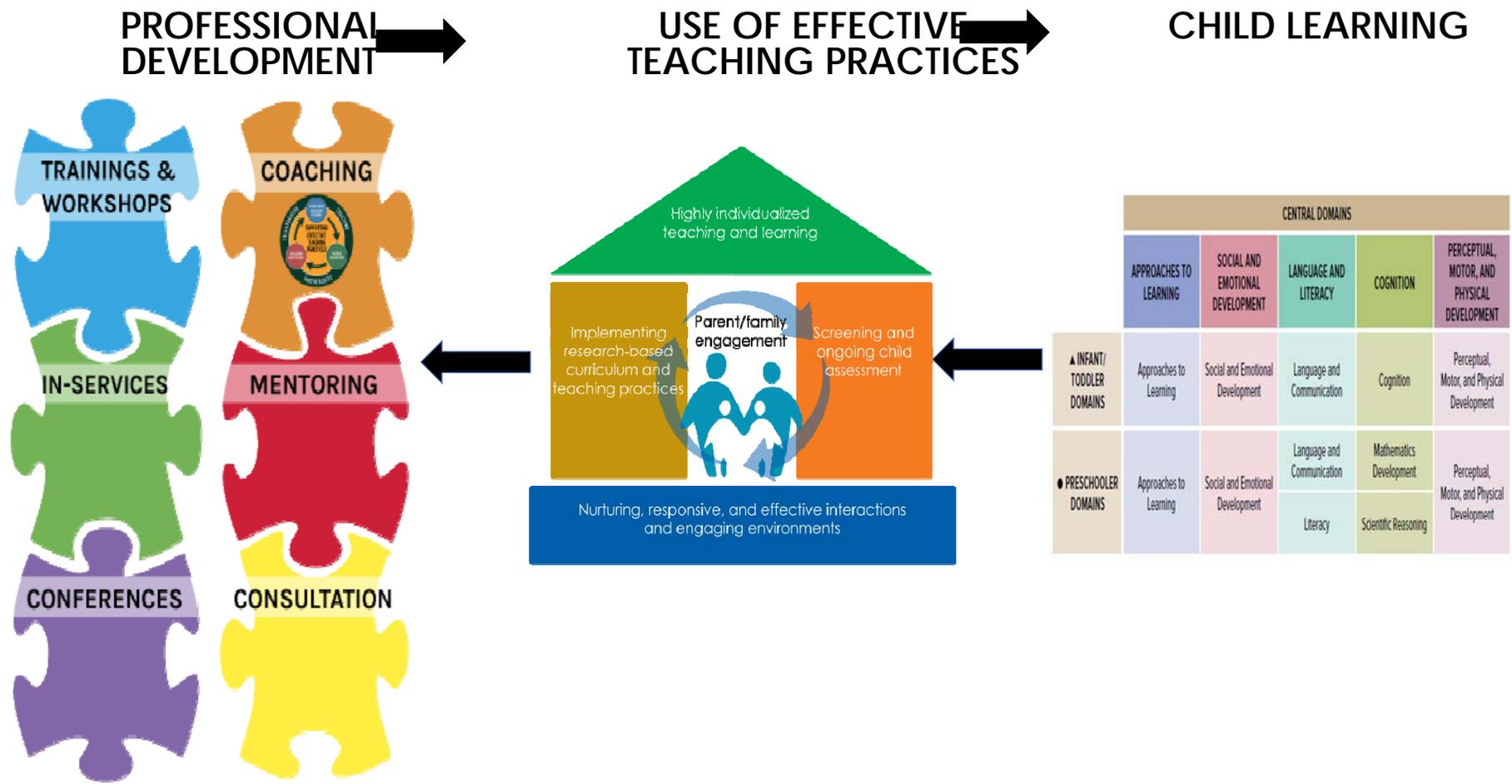
Putting the PD Pieces Together



Putting the PD Pieces Together



High Quality PD



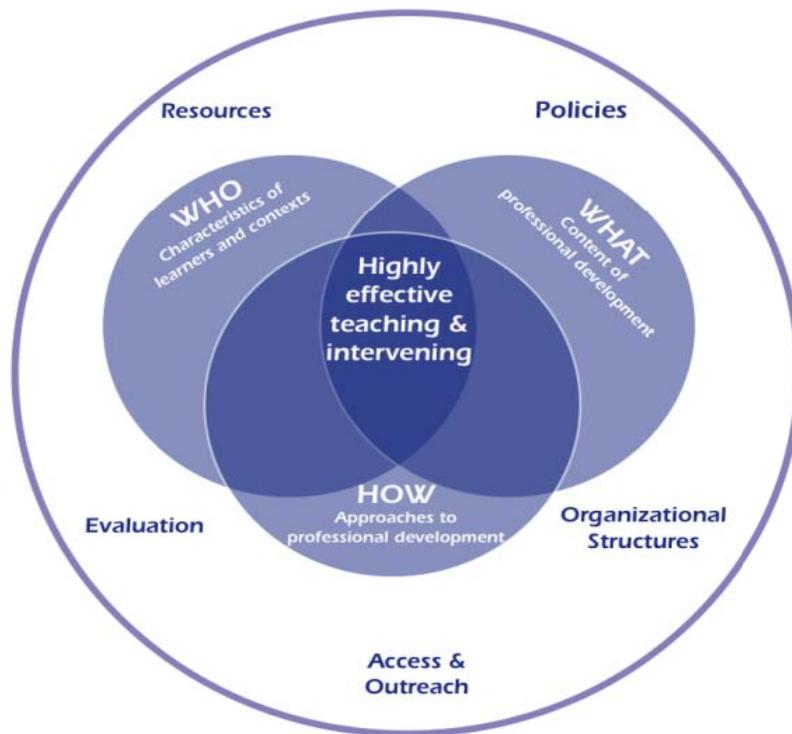
Professional Development

“...facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.”

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

Available at <http://npdci.fpg.unc.edu>

y Components of PD



National Professional
Development Center
on Inclusion
www.fpg.unc.edu

Who: Characteristics of learners and contexts as well as children and families they serve

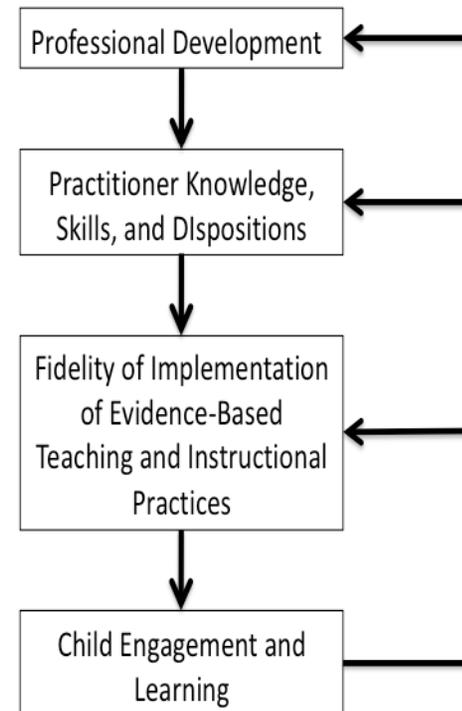
What: Content

How: Organization and facilitation of learning experiences

Why*: Desired outcome(s)

High-Quality PD

Pathway to Quality Teaching and Child Learning

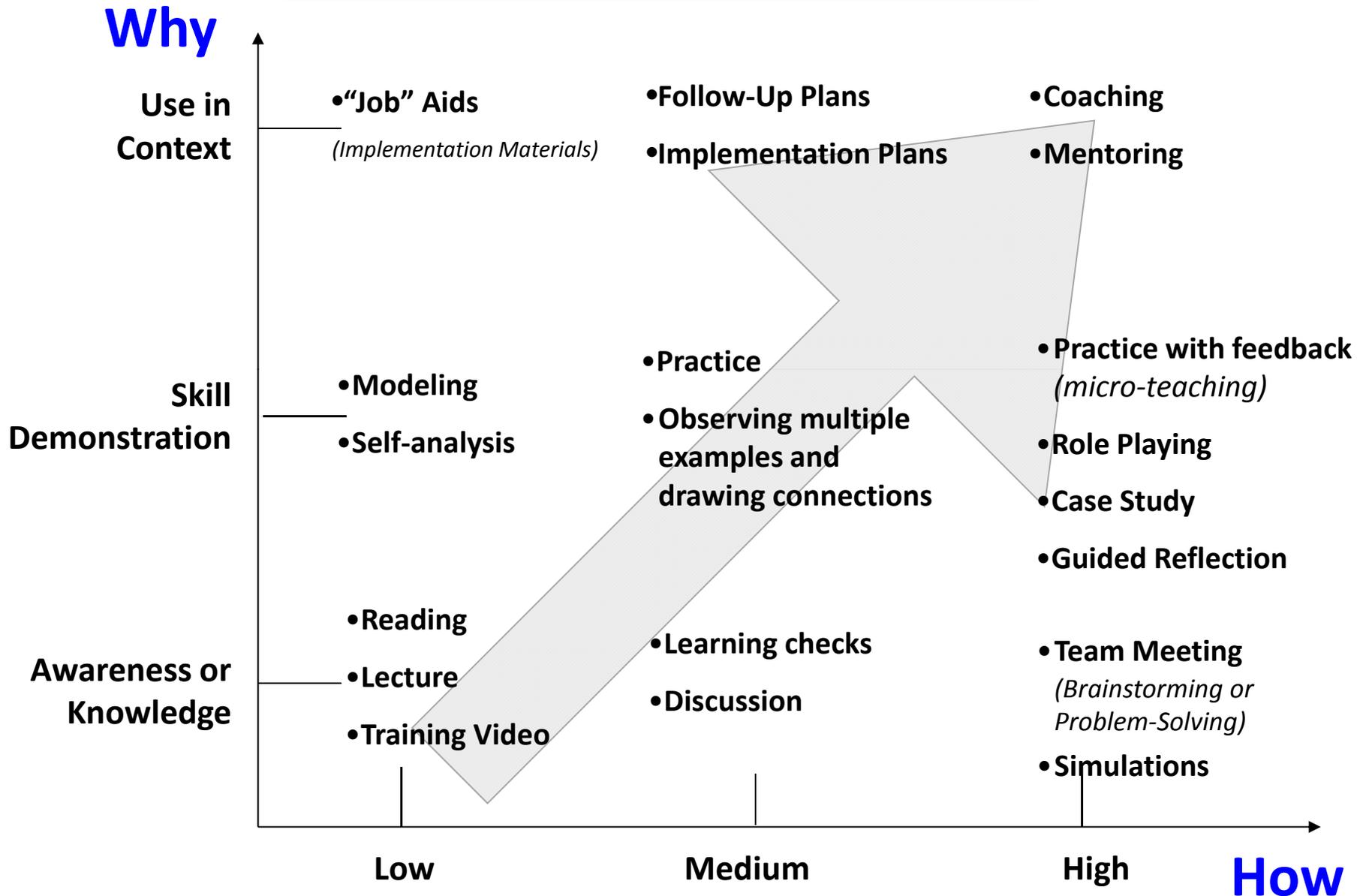


Snyder, P. et al. (2011). Professional development in early childhood intervention. In C.J. Groark (Series Ed.) and L. Kaczmarek (Vol. Ed.), *Early childhood intervention: Shaping the future for children with disabilities and their families: Vol. 3. Emerging issues* (pp. 169-204). Santa Barbara, CA: ABC-Clio/Praeger.

Features of “High Quality” and Evidence-Informed PD

- Achieves desired outcomes
- Considers characteristics of learners
- Relates to practice contexts
- Emphasizes “high leverage” content and instructional practices
- “Fits” learner/program/organizational needs
- Uses empirically supported or promising instructional and learning strategies
- When appropriate for desired outcomes, supports implementation in practice context with explicit feedback

Model for Aligning “WHY” of PD to “HOW” of PD

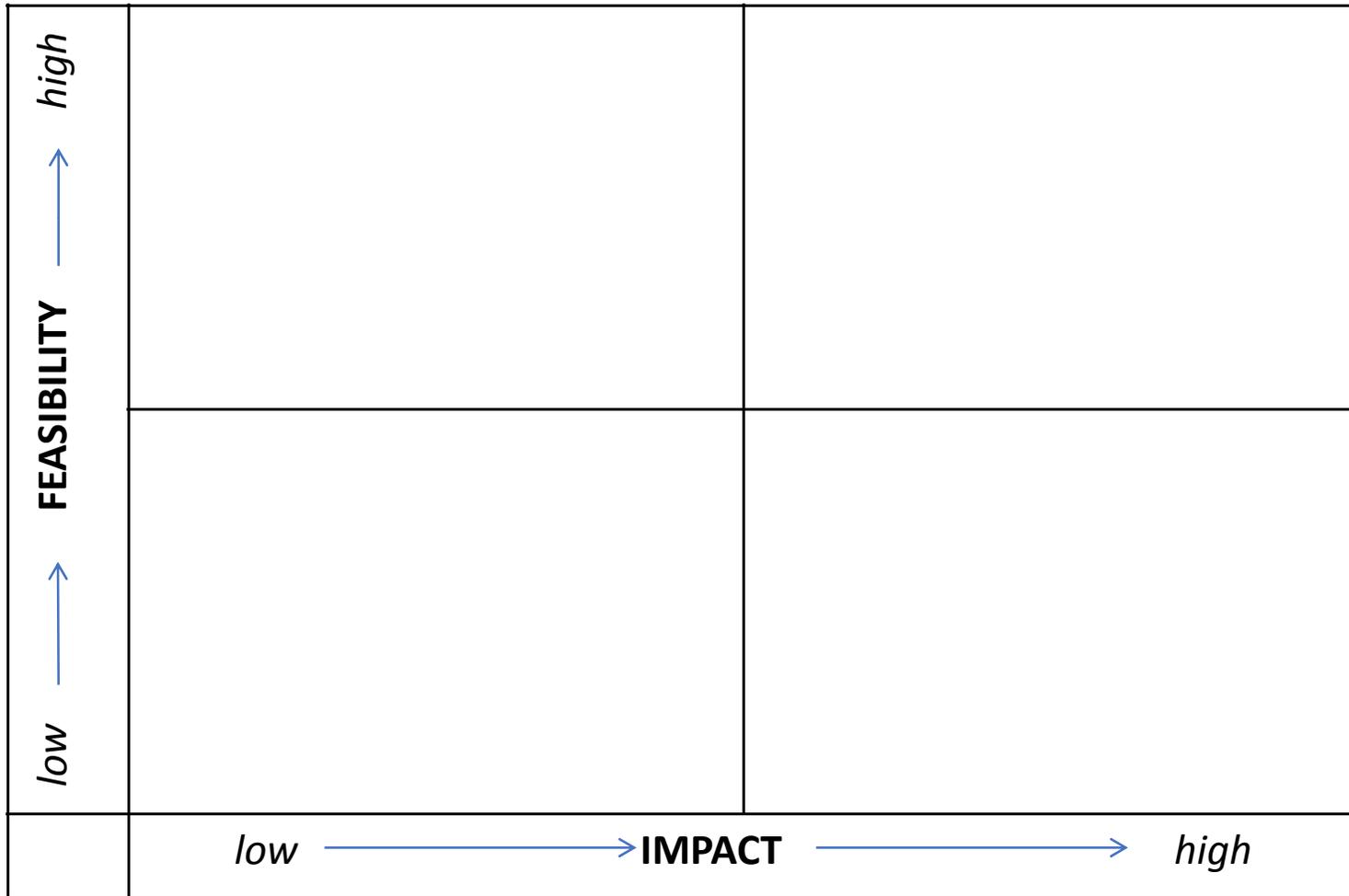


Adapted from: McCollum & Catlett (1997)

How Do you Deliver PD?

Using blue post-its write down all the different PD delivery strategies you use and/or ***would like to use***– 1 strategy per post-it (~10min)

Impact-Feasibility Matrix



Slide 16

KE-H1

Gail, I would love for you to introduce this and talk about some examples and what we know about the effectiveness of various strategies. What is necessary to ensure effectiveness? e.g. feedback loops, etc.

K. Emerson-Hoss, 7/30/2014

How Can We *Feasibly Increase the Impact of* PD Provided?

In pairs, consider some of the lower impact or less feasible strategies...

1. Using RED/PINK post-its write down the barriers to making it more feasible or have greater impact (stick on blue post-it, ~5 minutes)
2. Using GREEN post-its write down strengths and supports available that might make the strategy more effective or feasible (stick on blue post-it, ~10 minutes)

How Am I Going to Improve My Impact?

Select 1 or 2 strategies (blue post-it) that you already use or wish you were using and

- Use the yellow post-its to write down what you will do improve the impact of that strategy (post on blue post-it), Make this as specific as possible (i.e. specific topic, time, resource, etc.)

PD Planning



Is The Message Clear?

... Or are we guilty of this?



How Do The Learning Leaders Feel?

My curriculum is research based; staff was trained on this



My assessment tool is aligned; staff were trained on using it

Our SR Goals are set

We trained our staff on the SR goals



We trained staff on CLASS during our annual pre-service

I am aggregating data 3 times

How Do the Teachers / Home Visitors Feel?

Large Groups

Individualize

Assessment

Lesson/Home
Visiting Plans

HSELOF

Parent-Child
Dyad



Curriculum

Small Groups

CLASS

Data

SR Goals

As You Plan.... Think connections!

How will you relate the content to each training offered back to the big picture?

How will you help staff understand how these pieces all fit together to serve the common goal of children's progress?

As You Plan: Consider All Staff

Your PD plan should address **all** program staff:

- Teachers, Home Visitors, Caregivers
- Coaches, Mentors
- Supervisors, Managers
- Others

- As you work on your plan, consider all levels of staff:
- Content (related to data and goals)
- Format
- Follow up
- Evaluating Effect

Capacity Building

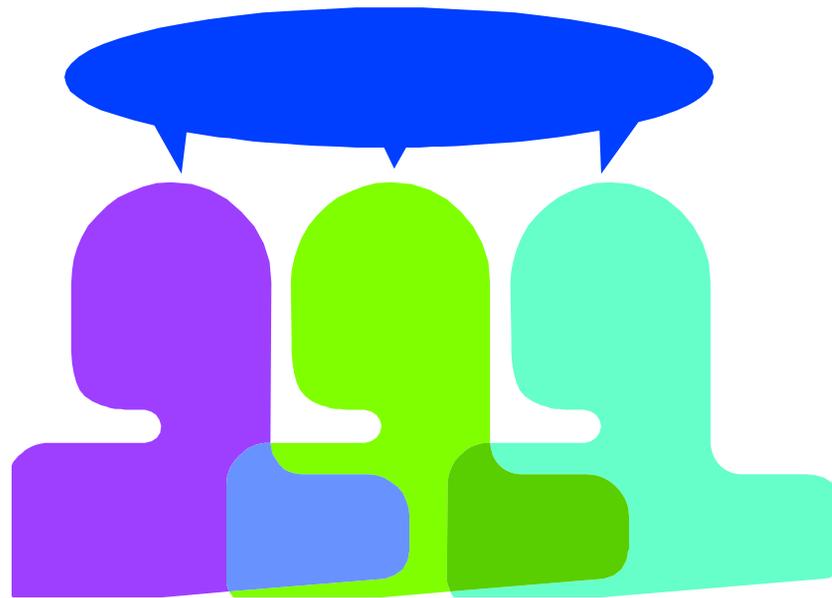
- Think long term
- Build Capacity
- Develop a plan to build capacity:
 - Based on program data and resources
 - Sustainable
 - Focusing on key staff
 - Includes training and follow-up strategies

PD planning matrix

Goal	Who (Audience)	How (Type of training, coaching etc.)	When (How Often?)
Awareness or Knowledge			
Skill Demonstration			
Use in Context			

How will you evaluate?

Do you have measures to evaluate the effectiveness of PD offered to staff?



How Do You Know You're Making a Difference

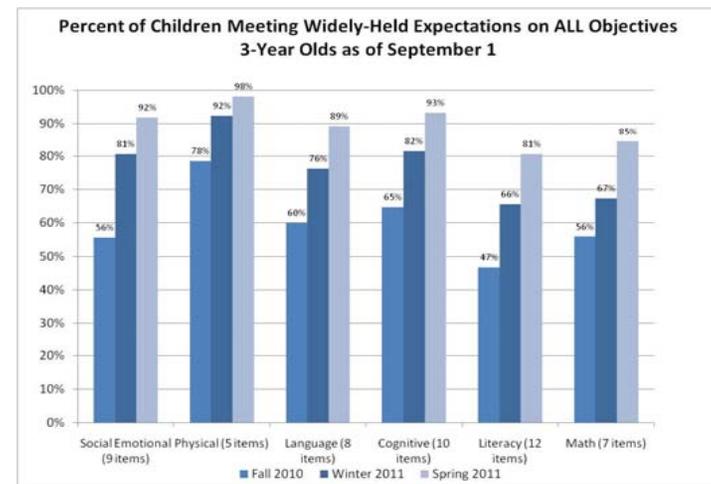
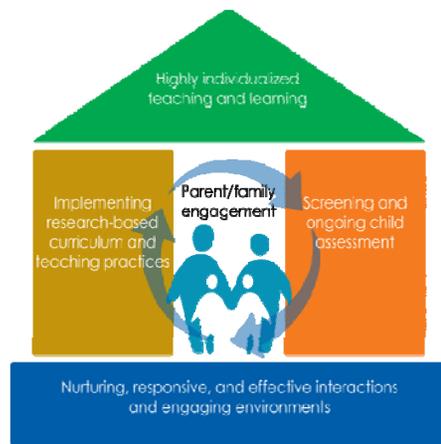
Effective Teacher Child Interactions and Child Outcomes



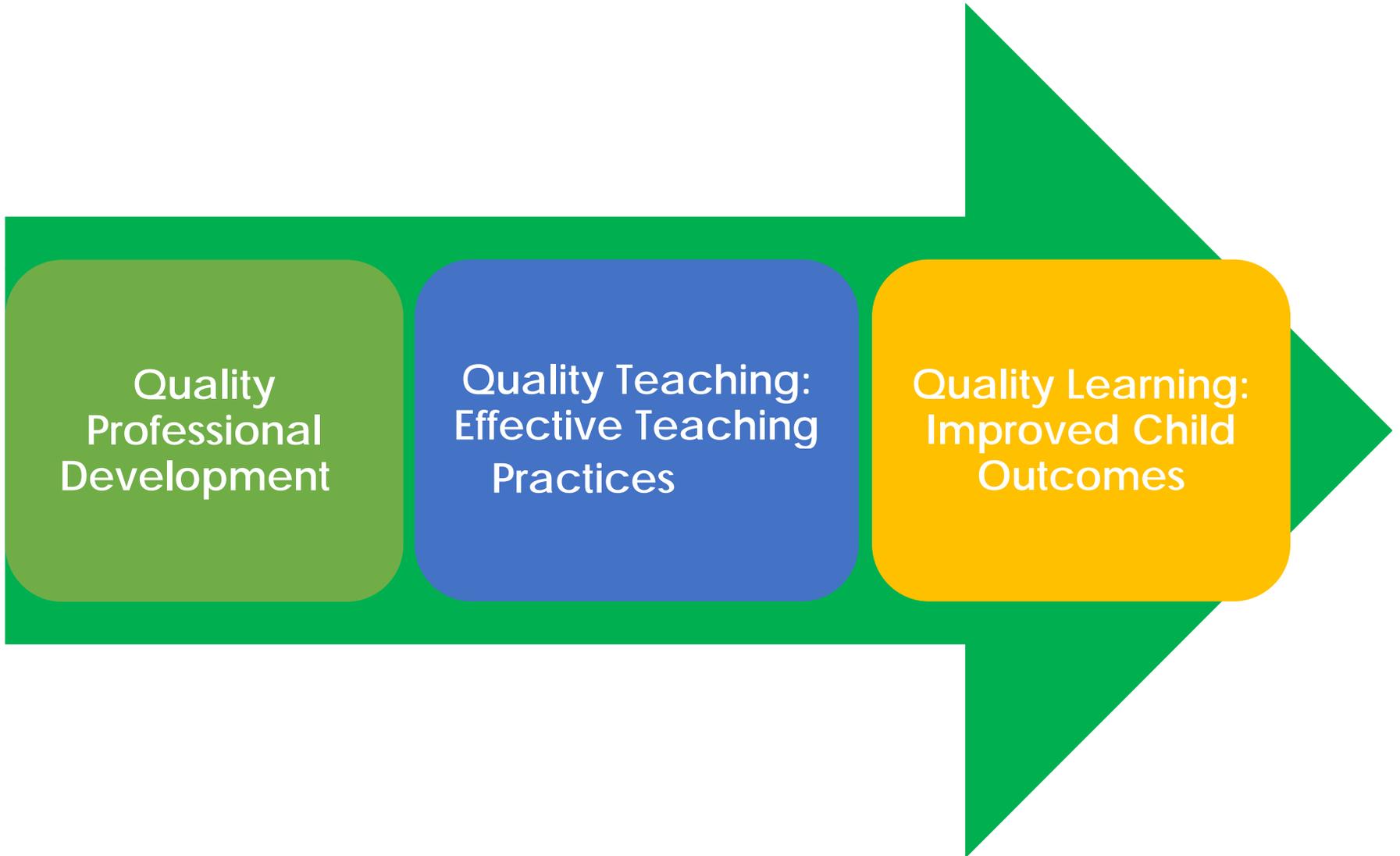
Two Guiding Questions

1. Are we doing what we said we would do to support implementation of elements of effective teaching and learning practices (e.g., house elements)?

2. Is what we are doing making enough of a difference in teaching and learning practices and school readiness goals?



Head Start Supports High Quality PD



DTL Resources



EFFECTIVE TEACHING



TEACHER DEVELOPMENT



TRANSITION TO KINDERGARTEN



HIGHER EDUCATION

Know-See-Do-Improve!



KNOW what specific types of classroom interactions will promote learning and development in children.



SEE what effective teaching looks like—in a wide variety of classrooms and with different types of children.



DO or enact the effective teaching practices that will promote learning.

improve!

REFLECT



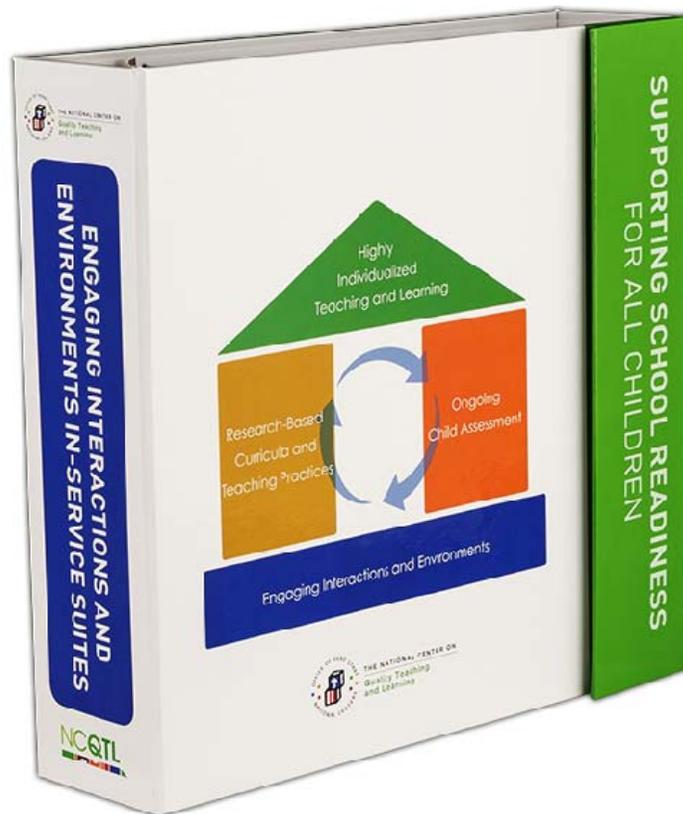
Reflection happens throughout the process, and is a cycle of ongoing self-analysis in order to pay deliberate attention to one's own actions.

PLAN



The PLAN part of the process allows teachers to plan activities should directly focus teachers on attempts to improve the effectiveness of their teaching and daily interactions with students.

EFFECTIVE TEACHING RESOURCES



- IN-SERVICE SUITES
- CURRICULA TOOLS & RESOURCES
- CSEFEL RESOURCES
- SUPPORT FOR CHILDREN WITH DISABILITIES
- HEAD START CENTER ON INCLUSION

TEACHER DEVELOPMENT RESOURCES



SUMMER 2013



ECE Specialist Meeting • July 17-18, 2013 • Not for distribution

- CLASS RESOURCES
- WEBINARS



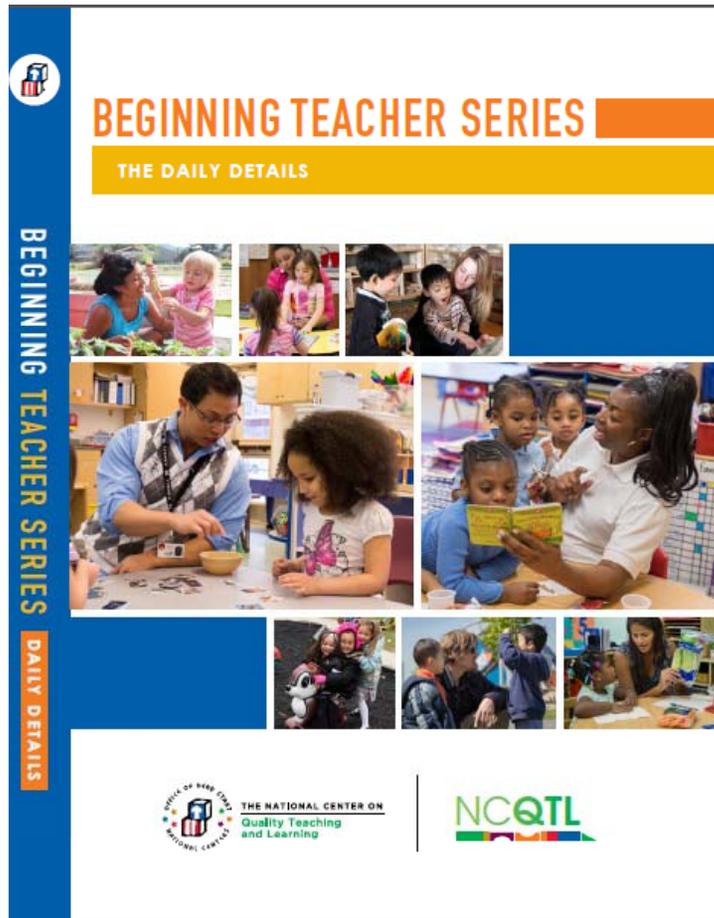
CROSSWALK OF NCQTL IN-SERVICE SUITES WITH THE CLASS™

CLASS DOMAINS	CLASS DIMENSIONS	NCQTL IN-SERVICE SUITES																										
		Building a Solid Foundation for Early Learning	Fostering Connections	Being Home of Children's Needs	Creating a Caring Community	Giving Children Responsibilities	Following Children's Lead	Classroom Transitions	Schedules and Routines	Materials to Support Learning	Designing Environments	Setting Behavioral Expectations	Creating Classroom Routines	Reinforcing Behavior	Learning to Manage Learning	Teacher-to-Teacher Talk	Fostering Children's Thinking Skills	Providing Feedback	Focusing Children on Learning Goals	Scaffolding Children's Learning	Making Learning Meaningful	Using the Scientific Method	Engaging Children in Conversations	Think and Talk Conversations	Asking Questions	Expansions	Open/Word	
EMOTIONAL SUPPORT	Positive Climate	X	X		X																							
	Teacher Sensitivity	X		X	X				X							X	X								X	X		
	Regard for Student Perspectives	X					X	X																				
CLASSROOM ORGANIZATION	Behavior Management	X						X	X		X	X	X	X	X	X												
	Productivity	X						X								X	X											
	Instructional Learning Formats	X							X	X	X								X									
INSTRUCTIONAL SUPPORT	Concept Development	X															X					X	X	X	X	X	X	
	Quality of Feedback	X						X										X		X						X	X	
	Language Modeling	X																					X	X	X	X	X	



For more information, contact us at: NCQTL@uw.edu or 877-731-0764
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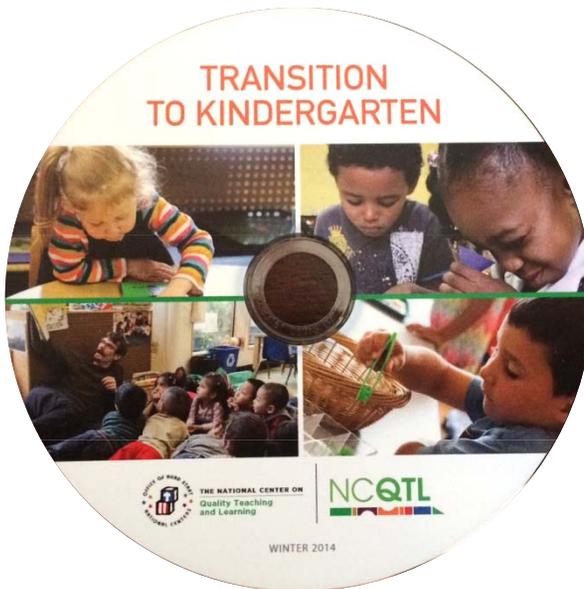
TEACHER DEVELOPMENT RESOURCES



- BEGINNING TEACHER SERIES
- PRACTICE-BASED COACHING

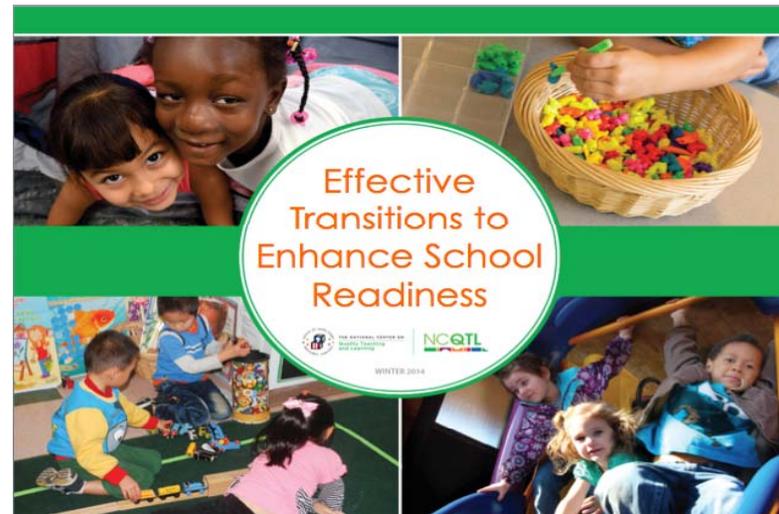


TRANSITION RESOURCES

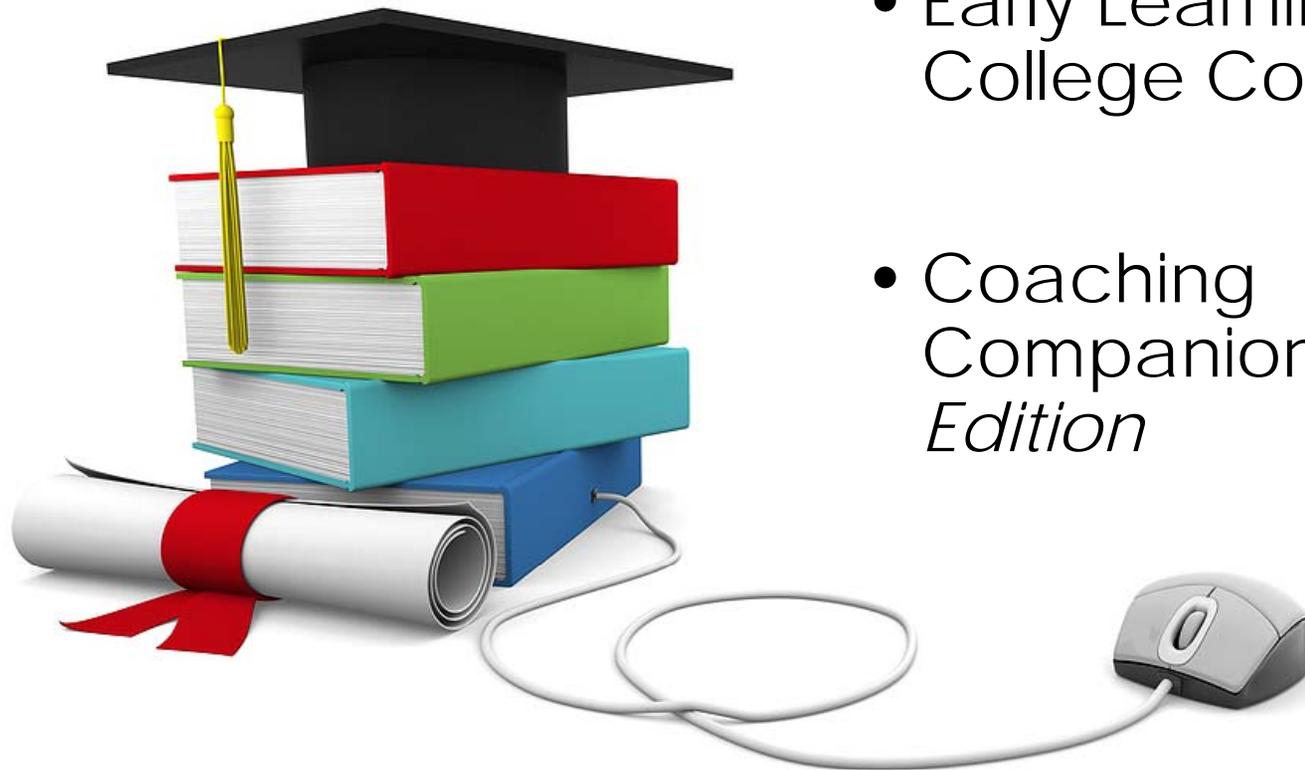


- TRANSITION SUMMIT PLANNING RESOURCES

- TRANSITION VIDEOS:
 - Child's Perspective
 - Community Perspective



HIGHER EDUCATION



- Early Learning
College Coursework
- Coaching
Companion- *Campus
Edition*

Questions on the Systemic Approach to Professional Development?

Thank you!