The Role of Leadership in School Readiness, Part II

Developing Systems For Promoting Positive Outcomes For Children and Families

Presenters: Linda DiBrito and Leslie Norman
AI/AN Region XI Early Childhood Specialists
High Quality Professional Development: Transfer of Knowledge and Skills to Practice
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

Required Trainings

Audience

PD Formats & Resources

Program & SR Goals & Data
Consider....

Training without follow up is malpractice.

Stephanie Hirsch,
Executive Director

National Council on Staff Development
Putting the PD Pieces Together

These activities support teacher’s
✓ Awareness &
✓ Knowledge

PD Puzzle Pieces developed by McLaughlin & Snyder, Center for Excellence in Early Childhood Studies at the University of Florida
Putting the PD Pieces Together

These activities support teacher’s
✓ Awareness &
✓ Knowledge

These activities support teacher’s
✓ Skills &
✓ Use of effective teaching practices in classrooms

PD Puzzle Pieces developed by McLaughlin & Snyder, Center for Excellence in Early Childhood Studies at the University of Florida
High Quality PD

Professional Development -> Use of Effective Teaching Practices -> Child Learning

- Trainings & Workshops
- In-Services
- Mentoring
- Consultation

Highly individualized teaching and learning

- Implementing research-based curriculum and teaching practices
- Parent/family engagement
- Screening and ongoing child assessment

Nurturing, responsive, and effective interactions and engaging environments

Central Domains

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Social and Emotional Development</th>
<th>Language and Communication</th>
<th>Cognition</th>
<th>Perceptual, Motor, and Physical Development</th>
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<tr>
<td>Infant/Toddler Domains</td>
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<td>Cognition</td>
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<td>Literacy</td>
<td>Scientific Reasoning</td>
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“...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.”


Available at http://npdci.fpg.unc.edu
Key Components of PD

**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

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

Why

Use in Context

• “Job” Aids
  (Implementation Materials)

Skill Demonstration

• Modeling
  • Self-analysis

Awareness or Knowledge

• Reading
• Lecture
• Training Video

How

Complexity of Learner Synthesis and Application

Low

• Follow-Up Plans
  • Implementation Plans

Medium

• Practice
  • Observing multiple examples and drawing connections
  • Learning checks
  • Discussion

High

• Coaching
  • Mentoring

  • Practice with feedback
  (micro-teaching)
  • Role Playing
  • Case Study
  • Guided Reflection
  • Team Meeting
  (Brainstorming or Problem-Solving)
  • Simulations

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
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

Pretty Good!

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
- HELP!!!!
- 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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Who (Audience)</th>
<th>How (Type of training, coaching etc.)</th>
<th>When (How Often?)</th>
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<td>Awareness or Knowledge</td>
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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?
Lead Start Supports High Quality PD

- Quality Professional Development
- Quality Teaching: Effective Teaching Practices
- Quality Learning: Improved Child Outcomes
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.
Reflection happens throughout the process, and is a cycle of ongoing self-analysis in order to pay deliberate attention to one’s own actions.

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
- SEFEL RESOURCES
- SUPPORT FOR CHILDREN WITH DISABILITIES
- HEAD START CENTER ON INCLUSION
BEGINNING TEACHER SERIES

THE DAILY DETAILS

- BEGINNING TEACHER SERIES
- PRACTICE-BASED COACHING

Collaborative Coaching Partnerships

- Effective Teaching Practices
- Reflection and Feedback
- Focused Observation
- Shared Goals and Action Planning

THE NATIONAL CENTER FOR QUALITY TEACHING AND LEARNING (NCQTL)
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!