
 **HEAD START**
Regional T/TA Network

**SUPPORTING
PROFESSIONAL DEVELOPMENT
AND CAPACITY BUILDING
AROUND TEACHER-CHILD INTERACTIONS**

Patrice Griffin, M.A and Janet Humphries, M.A.
Early Childhood Specialists
ICF/OHS Region XI AIAN TTA

These materials were developed for OHS/Region XI under Contract No. HHSP233201500016C by ICF International.

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 **OBJECTIVES**

1. Learn the elements of a professional development system for teaching staff to include annual CLASS pre- and post-assessments, reflective practices, coaching, internal and external professional learning communities, individual PD Plans.
2. Create a sample PD Plan based on a real scenario, inclusive of ongoing reflective support needed throughout the year.

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 **HEAD START**
PROGRAM PERFORMANCE STANDARDS
1302.92 Training and professional development

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

- 1) 15 hours of PD per year as per 648(a)(5) of the Act
- 2) Training on methods to handle child abuse and neglect
- 3) Training for implementing family engagement strategies**
- 4) Training to build competencies to improve child and family outcomes**

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1302.92 Training and professional development

(b) At a minimum, the system must include:

(5) Research-based approaches to professional development for ed staff, that are focused on effective curricula implementation, **knowledge of the content in HSELOF**, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, **addressing challenging behaviors**, preparing children and families for transitions, and **use of data to individualize learning experiences to improve outcomes for all children.**

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(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

(1) Assesses all ed staff to identify strengths, areas of needed support, which staff would benefit from intensive coaching.

(2) Provides intensive coaching to identified staff including opportunities to be observed and receive feedback and modeling of effective teacher practices

(3) Provides research-based PD for all ed staff

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(c) A program must implement a research-based, coordinated coaching strategy for education staff that:
(continued)

(4) Ensures intensive coaching that:

(1) Aligns with SR Goals, curricula, and PD

(2) Utilizes a coach with training/experience in adult learning and in using assessment data to drive coaching Provides ongoing communication between relevant staff

(3) Includes articulated goals & a process for achieving them.

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Practice-Based Coaching

This is one coaching strategy grantees can use; there are others.
Determine what works best for your individual community.

Source: NCECDTL PBC Leadership Training of Trainers

HOW DO WE MODEL INTENTIONAL TEACHING PRACTICE?


How are YOU (Ed Coordinators) modeling intentional teaching practices and utilizing Instructional Support strategies when working with teaching staff to increase their capacity to do the same with children?

Source: ECES Winter 2014 NCQTL Meeting – Improving Instructional Interactions

INSTRUCTIONAL SUPPORT INDICATORS

- Analysis and reasoning
- Creating
- Integration
- Connections to the real world
- Scaffolding
- Feedback loops
- Prompting thought processes
- Providing information
- Frequent conversation
- Open-ended questions
- Repetition & extension
- Self & parallel talk
- Advanced language


Source: ECES Winter 2014 NCQTL Meeting – Improving Instructional Interactions

 **PROFESSIONAL DEVELOPMENT PLANS**

Required for all teaching staff as per *HS ACT 2007: Sec. 648A(f)*

(f) PD Plan – Each HS agency and program shall create, in consultation with an employee, a PD plan for all full-time HS employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent and feasible and practicable.

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 **SHIFTING PROFESSIONAL DEVELOPMENT PRACTICES**

1. How might you now shift your Professional Development Plans for your staff?
2. What Professional Development might truly develop the capacity of your teaching staff to use intentional teaching practices engulfed in positive, learning teacher-child interactions?
3. Create a Professional Development Implementation Plan for yourself using your own notes and notes from the group discussion.

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 **THANK YOU!**



Patrice Griffin, M.A.
 907-854-6373 Patrice.Griffin@icfi.com
 Janet Humphries, M.A.
 303-985-4246 Janet.Humphries@icfi.com

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