

Evidence-Based Professional Development Procedures

For promoting the use of early childhood intervention practices by early childhood providers



Part 1

ecta Early Childhood
Technical Assistance Center

Begin

Slide notes

Welcome to part 1 of the module on Evidence-based Professional Development Procedures for TA providers. This module describes procedures that you can use with early childhood providers as you help them use any type of early childhood intervention practice. The module is split into 2 parts to give you time to reflect on this process. This first part sets the stage and discusses steps 1, 2, and 3. Part 2 will discuss the remaining 4 steps of the procedure. To get started, click the “Begin” button.

Audience for This Module

- TA Providers
- Professional Development Specialists
- Early Childhood Trainers
- Others



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Although we describe the procedures as being useful for TA providers as they work with early childhood providers, these steps can also be used by professional development specialists, early childhood trainers, and others engaged in promoting the use of early childhood intervention practices.

Objectives



- Name and describe steps for providing professional development (PD)
- Understand strategies for providing PD

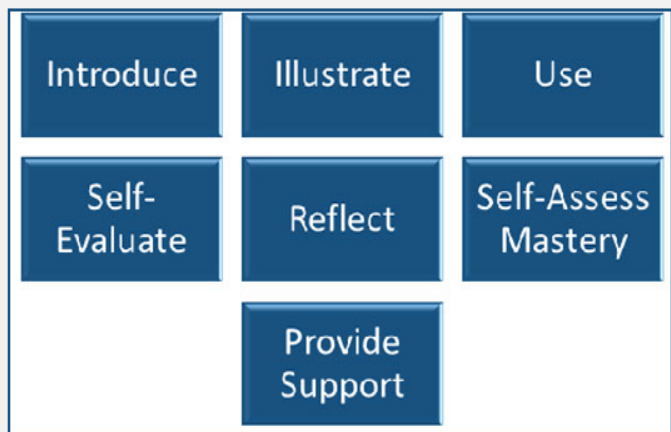
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When you have completed this module, you will be able to name and give descriptions of 7 evidence-based steps you can take when providing early childhood practitioners with professional development (or PD) in implementing any intervention practice. You will also understand a series of strategies for carrying out these steps.

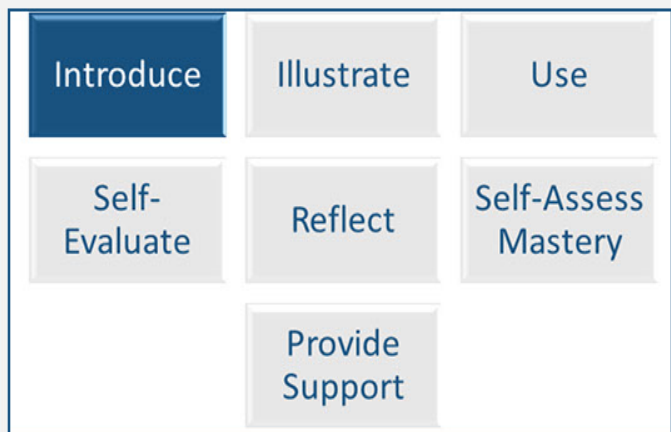
Seven Steps of the PD Procedure



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The professional development procedure includes seven steps to provide training to adult learners including early childhood practitioners. The seven steps are:

Seven Steps of the PD Procedure



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(1) INTRODUCE a practice to early childhood intervention practitioners.

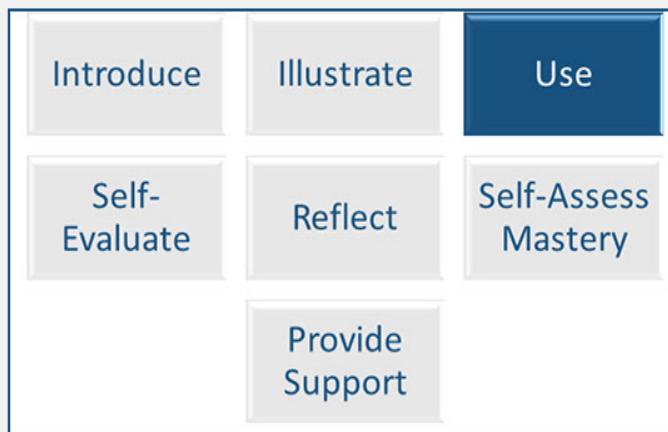
Seven Steps of the PD Procedure



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(2) ILLUSTRATE or demonstrate the use of the practice to the practitioners.

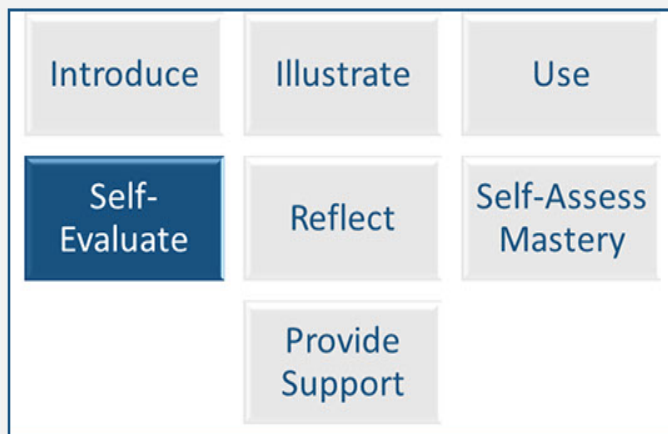
Seven Steps of the PD Procedure



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(3) Engage practitioners in the USE of the practice .

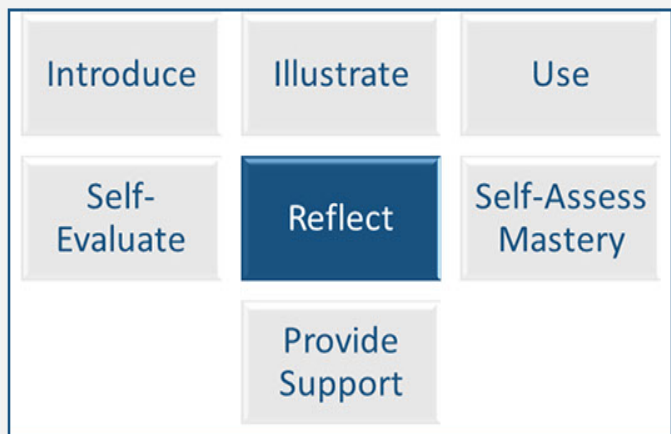
Seven Steps of the PD Procedure



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(4) Facilitate practitioners' EVALUATION of their experiences using the practice.

Seven Steps of the PD Procedure



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(5) Facilitate practitioners' REFLECTION on their understanding of the practice.

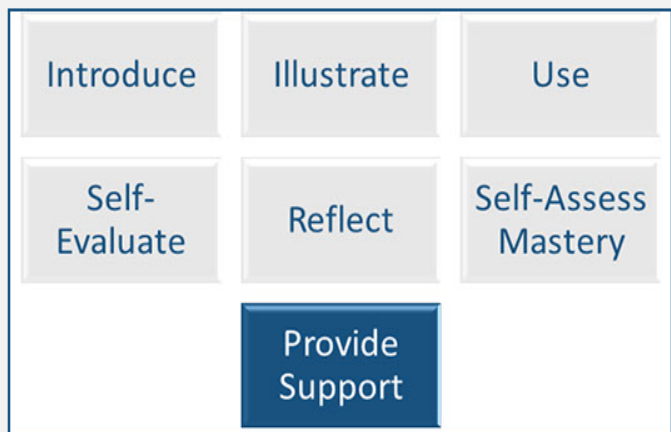
Seven Steps of the PD Procedure



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(6) Facilitate practitioner self-assessment of their MASTERY using the practice.

Seven Steps of the PD Procedure

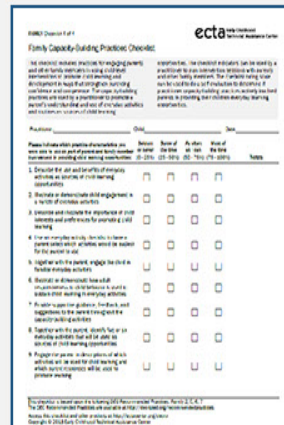


Slide notes

and (7) Provide ONGOING practitioner learning opportunities and supports to perfect the use of the practice. We will discuss each separately.

Scenario

- You are a TA Provider
- Working with an early childhood teacher
- Family Capacity-Building Practices



The checklist is titled "Family Capacity-Building Practices Checklist" and is from "ecta" (Early Childhood Training Academy). It includes an introduction and a table with 9 rows of practices and 4 columns for tracking completion. The practices listed are:

1. Establish the role and authority of family members as partners in child learning.
2. Recruit or demonstrate and engage in a variety of learning activities.
3. Locate and include the expertise of job partners and professionals for ongoing child learning.
4. Use non-work-related activities to learn a parent needs which activities would be helpful for the parent to do.
5. Engage with the parent, engage the child in a home learning activity.
6. Develop an educational plan with the parent, in consultation with the parent, to address child learning in emerging activities.
7. Use non-work-related activities to learn a parent needs which activities would be helpful for the parent to do.
8. Support with the parent, identify, set, or co-develop activities that will be helpful for the parent to do.
9. Engage the parent in the development of activities that will be helpful for the parent to do.

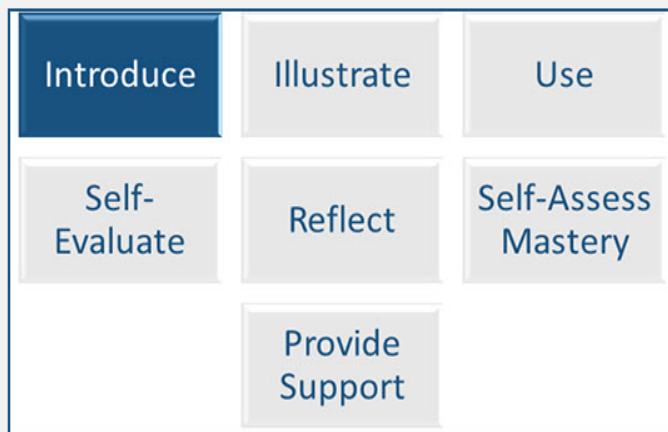


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Let's establish a scenario so we can describe the seven steps in the process of providing PD with some context.

As a TA provider, you will be partnering with an early childhood practitioner on strengthening her abilities to work with parents on their family capacity-building abilities. You can access a copy of the Family Capacity-Building Practices checklist by clicking on the image of the checklist. It will open in a new window. Be sure to always familiarize yourself with the practices you will be highlighting before proceeding with the training.

Step 1: Introduce



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The first step is to introduce the practice on which you will be working.

Begin training sessions by introducing the key characteristics and intended benefits of the practices that are the focus of practitioner training. It can be helpful to share any related checklists or other materials from which you draw information directly with trainees.

Introduce - Key Characteristics

Key Characteristics of Family Capacity-Building Practices:

- Everyday activities are used as sources of child learning opportunities
- Child interests and preferences are important considerations
- Adult responsiveness to child behavior can sustain child learning

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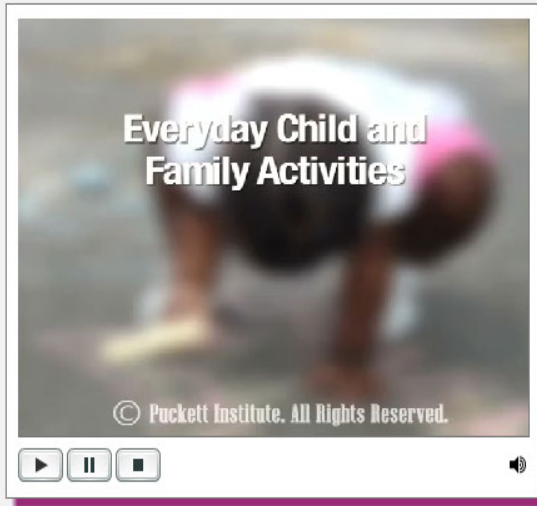
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Here are the key characteristics of family capacity-building practices that you would review with the practitioners. In our scenario, they come directly from the Family Capacity-Building Practices Checklist.



Introduce Key Characteristics



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You should be sure practitioners understand the key characteristics of the practices you are teaching. The first item on the family capacity-building checklist is describing the use and benefits of everyday activities as sources of child learning opportunities. Let's watch a video that you could use with practitioners to introduce this practice to trainees. Click inside the video window to begin playing the video.

Introduce - Intended Benefits

Intended Benefits to the Child of Using Family Capacity-Building Practices:

- Promoting a child's interest-based learning during everyday activities
- Strengthening family member confidence and competence in providing a child everyday learning opportunities

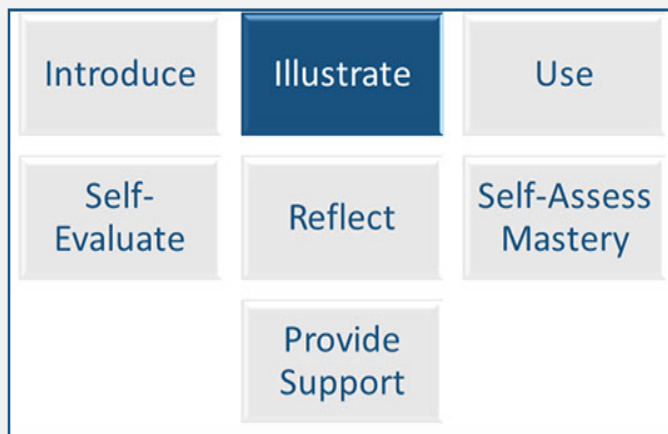
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The primary goals of family capacity-building practices are building and strengthening families' abilities to provide children everyday learning opportunities. Review these benefits with the trainees.

Step 2: Illustrate



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After introducing the key characteristics and intended benefits of a practice, the next step is to illustrate the use of the practice for the practitioners.

Illustrate

Ways to Illustrate:

- Demonstrate the practice
- Show videos of the practice being used
- Show photos of the practice being used



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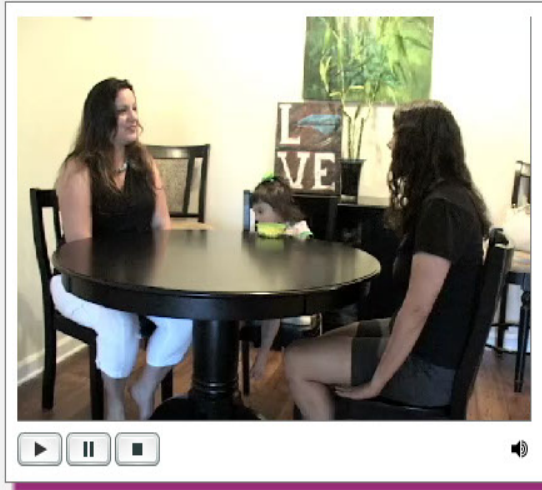
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Illustrating can be accomplished in one of three ways. You could demonstrate the practice, show video of others using the practice in a real setting, or show photos of others engaged in the practice.



Sample: Illustrate



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Let's take a look at a video of a practitioner engaging a parent and child in familiar everyday activities.

Watch as this practitioner sings a song with a child and family during snack time. This type of video should be used to illustrate the capacity-building practice before a practitioner works with a family. Click inside the video window to begin playing the video.

Strategies: Introduce & Illustrate



- Provide 3 videos/series of photos
- Authentic examples
- Everyday activities



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In many training sessions, introduce and illustrate happen at the same time. It may be easier for you to show a video or use photos and vignettes to illustrate the use of the practice. Make sure you have at least three videos or a series of photos and vignettes so practitioners can see different ways that the practice is used.

It is best to use real life examples of practitioners using practices as part of what they do every day.



Sample Activity for Steps 1 & 2

- Introduce and illustrate Family Capacity-Building Practices
- Break participants into small groups - “Which key characteristics do you already use with families?”
- Large group discussion
- Watch another video example and describe key characteristics seen



Slide notes

Here is an activity that you could use as a model for how to introduce and illustrate a practice. Let's use our scenario in which you are a TA provider working with early childhood professionals on Family Capacity-Building Practices.



Sample Activity for Steps 1 & 2

- Introduce and illustrate Family Capacity-Building Practices
- Break participants into small groups - “Which key characteristics do you already use with families?”
- Large group discussion
- Watch another video example and describe key characteristics seen



Slide notes

After introducing and illustrating the practice to the practitioners, have practitioners break into small groups. Make sure they each have a copy of the family capacity-building checklist. Have them think about which key characteristics of the practice they already use with families. Remind the practitioners to make sure their examples include the key characteristics of family capacity-building practices.



Sample Activity for Steps 1 & 2

- Introduce and illustrate Family Capacity-Building Practices
- Break participants into small groups - “Which key characteristics do you already use with families?”
- **Large group discussion**
- Watch another video example and describe key characteristics seen



Slide notes

Bring small groups back together and share examples to the large group.



Sample Activity for Steps 1 & 2

- Introduce and illustrate Family Capacity-Building Practices
- Break participants into small groups - “Which key characteristics do you already use with families?”
- Large group discussion
- Watch other video examples and describe key characteristics seen

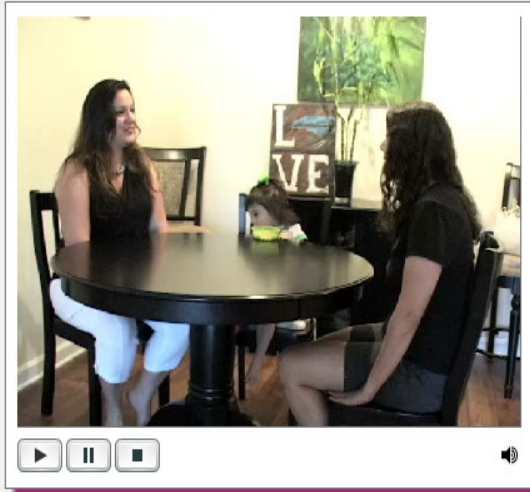


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After practitioners discuss their personal experiences with parents, you should show them additional videos and have them identify the key characteristics and intended benefits of the practice that they observe. We have provided a sample video that you could use for this specific example. Click next to view it.



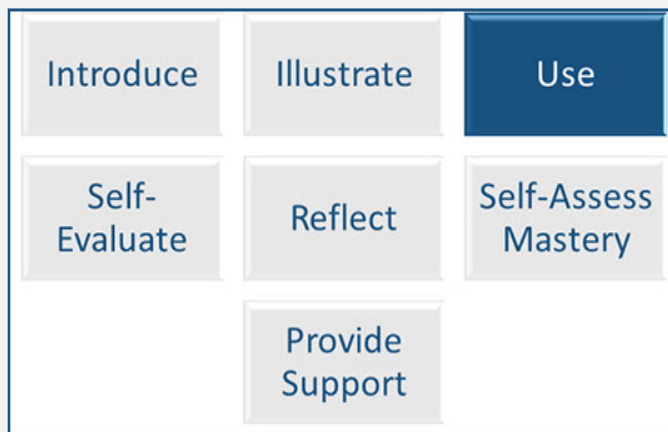
Sample Activity - 1 & 2



Slide notes

Show a video that is similar to this and have practitioners use the checklist to identify which key characteristics they observed. Play the video now.

Step 3: Use



Slide notes

After Introducing and illustrating a practice to trainees, move on to step three - Practitioner use of capacity-building practices.

Use

Guiding the Use of a Practice:

- Provide context for the practice
- Provide supportive guidance, feedback, and suggestions
- Practice with the practice



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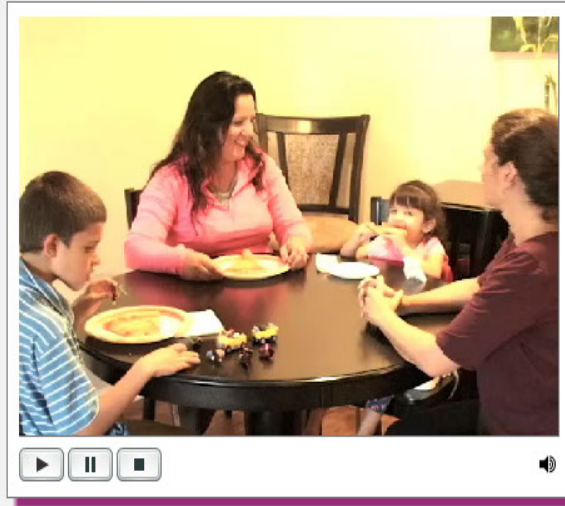
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Be sure to engage the practitioners in opportunities to use the practice during each and every training session. Providing supportive guidance, feedback, and suggestions is critical as practitioners learn to use a new practice.



Use



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Let's watch a video of a practitioner using family capacity-building practices. This parent is using nursery rhymes and songs to promote the child's language and social-emotional development. Start the video when you are ready.



Strategies: Use

- Role-play
- Develop plans to use practice in the real world
- Implement plans between PD sessions



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We will look at 3 strategies you can use when helping practitioners work on using a practice. We will talk about these one at a time, starting with role-play.

Strategy: Use Role-Play



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When real life learning opportunities are not possible in training sessions, use simulations or role playing to engage trainees in the use of the practice. For example, when conducting training on family capacity-building practices, have practitioners work in pairs where one person is a practitioner and the other person is a parent.

In many cases, providing vignettes of different families that practitioners might be working with can facilitate effective practitioner use of capacity-building practices.

Let's watch a role playing video from a typical training session. Click within the video window to begin playing the video.



Strategy: Use Develop Plans

Develop plans to use practice
in the real world



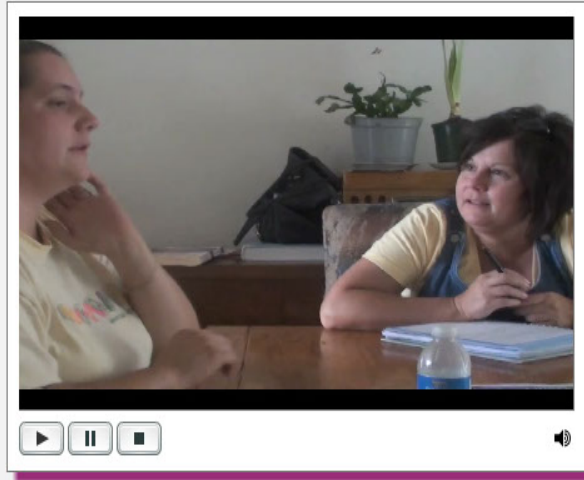
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A second strategy to do with practitioners is to engage the practitioners in the development of plans to use the practice. We will now look at a sample activity that demonstrates this approach.

Sample Activity: Use Develop Plans



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Once again, let's use our scenario of working with practitioners to master the use of family capacity-building practices. To start, engage the practitioners in the development of plans to use family capacity-building practice with families. Have the practitioners work in small groups and have them identify different ways to use the family capacity building practices for working with families.

Watch a video of a practitioner and parent who have been discussing a child's strengths and interests. The one on the screen is a good example. Notice how this practitioner provides supportive feedback to promote this parent's confidence and competence.

After watching the video, have practitioners discuss an upcoming home visit with a family or meeting with a parent of a child in their classroom. Have the trainees discuss how they plan to use one or more of the family capacity-building practices with a family. Play the video now.



Strategy: Use Implement Plans

Practice the plans in the real world



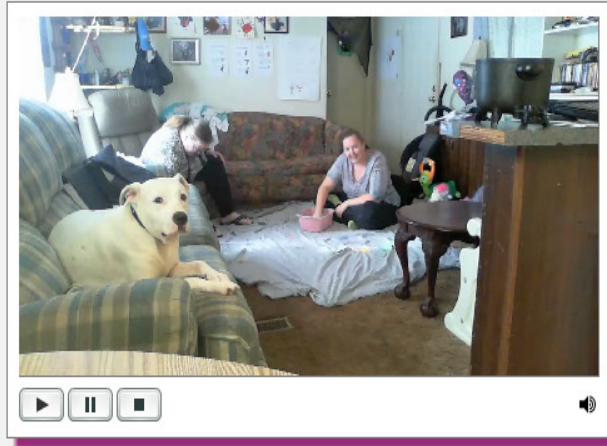
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After practitioners develop a plan to use the practice, have them implement the plan between training sessions.

Sample Activity: Use Implement Plans



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If possible, have practitioners videotape their use of the practice. This practitioner had videotaped her time working with a family. Show trainees a similar video of a practitioner-family interaction.

You can have the practitioners use the video to do self-evaluations of their use of the practice as part of the next step in the procedure. Start the video when you are ready.

End of Part 1



Part 2

*Back to Evidence-based
Professional
Development Practices*

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We have described and shown examples for how to handle the first 3 steps of the Evidence-based PD process. You can reflect on what you have learned and take notes. When you are ready to continue with the next steps in the process, access the second part of the module by clicking the button on the screen that says "Part 2". You may also choose to return to the ECTA website, or simply close your browser if you are not yet ready to continue.