

Evidence-Based Professional Development Procedures

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



Part 2

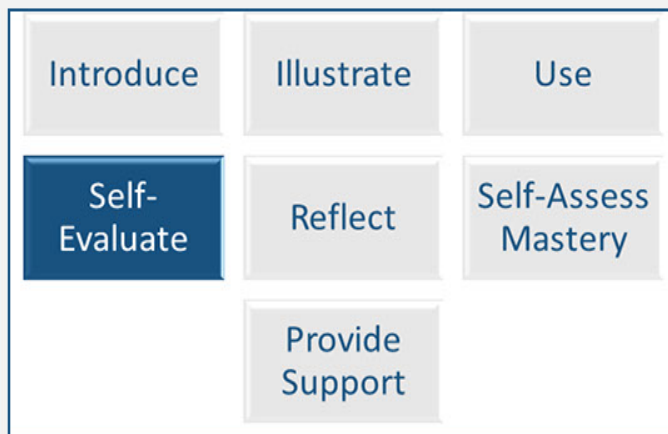
ecta Early Childhood
Technical Assistance Center

Begin

Slide notes

Welcome to part 2 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. If you have not completed Part 1, return to the ECTA Finance Component landing page to do that before continuing here. To get started with Part 2, click the "Begin" button.

Step 4: Self-Evaluate



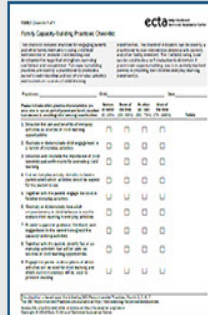
Slide notes

After practitioners use a strategy, your next step is to guide their self-evaluation of their use of that strategy.

Self-Evaluate

Ways to Self-Evaluate:

- Discuss with supervisor or colleagues
- Use a checklist



The image shows a checklist titled "Family Capacity-Building Practices Checklist" from the Center for Evidence-Based Practice (ectp). The checklist is a table with 10 rows of practices and columns for "Never", "Rarely", "Often", and "Always". Each cell contains a checkbox. The practices listed are:

Practice	Never	Rarely	Often	Always
1. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engage the family in a meaningful conversation about the child's needs and the family's strengths and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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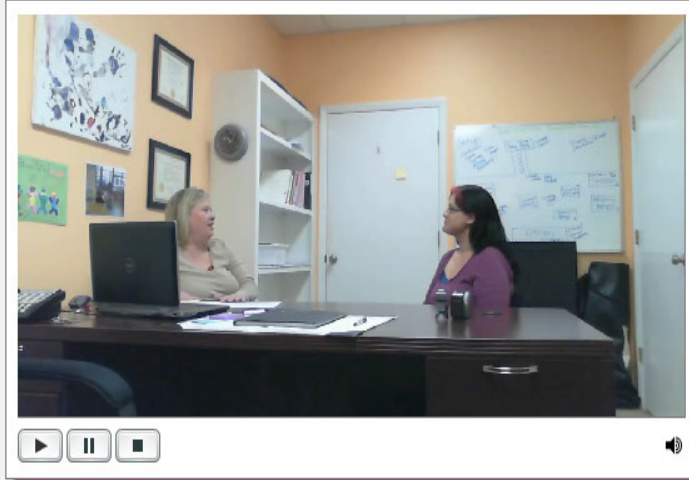
Slide notes

After practitioners have had an opportunity to use a practice with a child or family, give them the opportunity to evaluate their experiences using the practice. Discussing use of a practice with a supervisor or colleagues is a natural way to accomplish this.

Using a checklist, such as the Family Capacity-Building Practices Checklist, to review use of a practice is another strategy that lends itself well to PD sessions or to one-on-one meetings between a practitioner and a facilitator.



Self-Evaluate



Slide notes

Earlier we watched a video of Amber on a home visit. Amber watched this video and discussed her experiences using a practice with a family with her supervisor. Even though this video is not specifically about her use of family capacity-building key characteristics, this video shows how helpful it can be for practitioners to engage in a self-assessment of their use of a practice.

Let's watch a bit of her self-assessment. Click inside the video window to begin playing the video.



Sample Activity - Self-Evaluate

Family Capacity-Building Practices Checklist

ectate

Has the facilitator assessed the practice to engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)

Has the facilitator assessed the practice to engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)

Practice	Yes	No	NA
1. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engage parents and other family members in a way that is respectful and appropriate to the practice and the community? (Y/N/NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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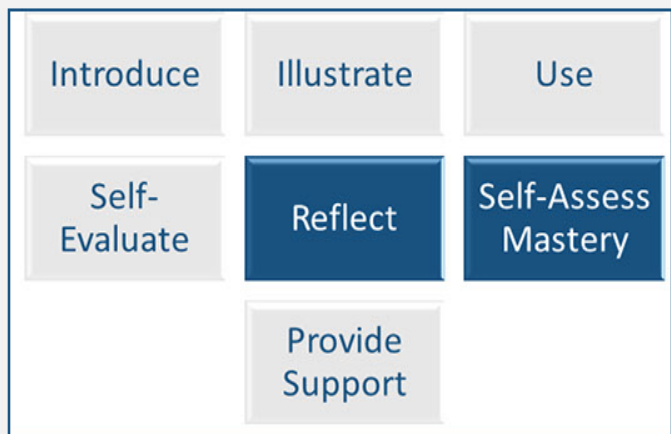
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This activity could be used with any practice and any checklist. For our scenario, use the Family Capacity-Building Practices Checklist to facilitate the practitioners' self-evaluation of their use of the practice. Have practitioners get into pairs and complete the checklist based on a recent home visit or interaction with a parent.

If practitioners were able to videotape their use of the practice, have them complete a self-evaluation by watching a short segment of their visit, using the checklist to evaluate how well they used the practices.

Steps 5 & 6: Reflect and Self-Assess Mastery



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The fifth and sixth steps are facilitating practitioners' reflection and self-assessment of their understanding and mastery of the use of a practice. We will consider these two steps together, because the point of reflecting on one's use of a practice is to make an impact on the mastery of that practice.

Reflect and Self-Mastery

Importance of Reflection and Self-Mastery:

- Am I using the practice as intended?
- How can I improve my use of the practice?



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An important component of all training sessions is having practitioners reflect on their understanding and mastery of practices they are being taught after they have had experience using the practice. It is important for TA providers to facilitate practitioner reflection to ensure that they are using the practice as intended. This will strengthen their ability to use the practice and improve their capabilities for working with families.



Strategies: Reflect & Mastery

- Small group discussion
- Review work samples/notes/videos
- Self-assess use of practice and report back



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There are multiple ways to promote practitioners' reflection and mastery during a training session. We will show examples and activities of these three strategies next.



Strategies: Reflect & Mastery Small Group Discussion



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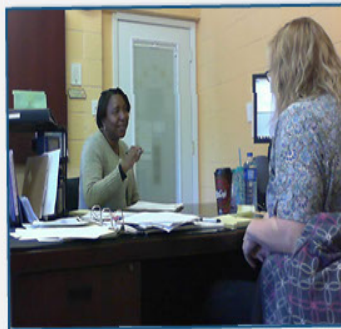
One strategy to consider is to engage trainees in small group discussion. Have them describe their understanding of the practice they have learned. A TA provider facilitated group discussion will build their confidence and competence using the practice.

Let's watch a video of practitioners engaging in a peer discussion with a TA provider after engaging in a role play. Think about how you can use a video or role playing to help participants assess their understanding or mastery of the use of the practice. Start the video when you are ready.



Strategies: Reflect & Mastery Review Notes, Etc.

Review work samples/notes/videos
and discuss observed changes

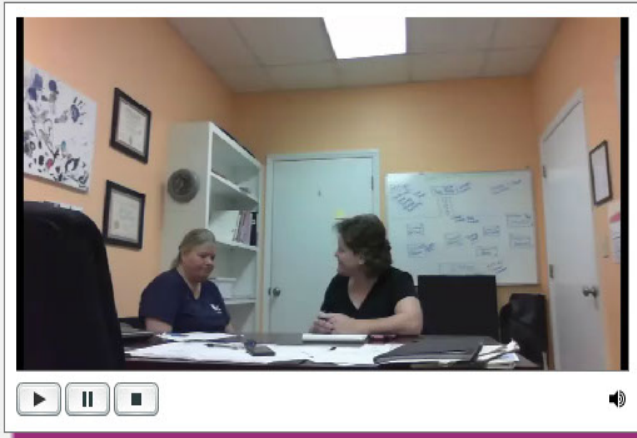


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Practitioners also benefit from reviewing work samples or notes they have taken as part of discussions with a TA provider about their knowledge and use of the practice. It can also help to promote mastery by having practitioners discuss changes in family interactions and benefits for their child after using the practice.

Strategy Example

Review Notes, Etc.



Slide notes

Here's an example. Let's watch a video of Angie discussing her understanding and mastery of a capacity-building practice with families. She is a classroom teacher who also does home visits with families. Angie watched a video she made during a home visit. Watch her response to seeing the video, noting how she identifies the ways she can improve her use of the practice. Play the video now.



Strategies: Reflect & Mastery Self-Assess & Report Back

- Use a checklist to self-assess use of practice
- Share experience and learning with the group

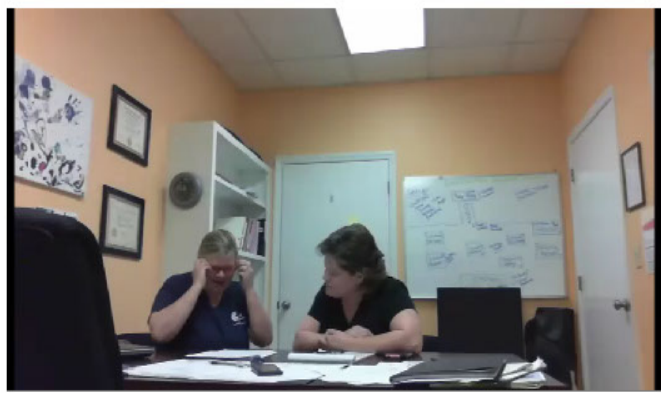


Slide notes

A third strategy is to ask practitioners to watch a video of their use of the practice with a TA provider. Use the checklist of the key characteristics of the practice to have them do a self-assessment of their understanding and mastery of the practice. Have practitioners share their experience with the group to further promote reflection and improve their understanding and mastery of the practice.

Strategy Example

Self-Assess & Report Back



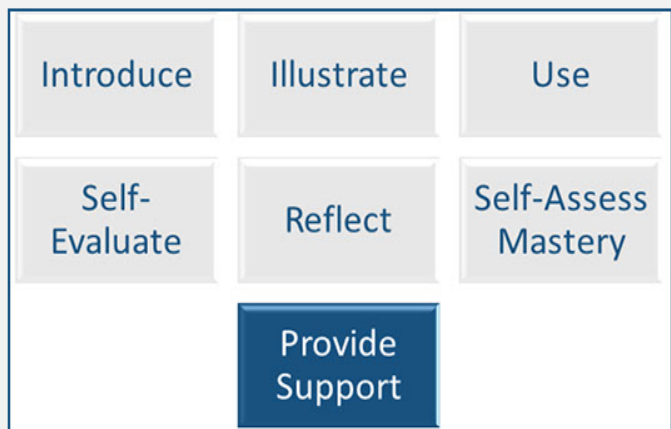
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Now let's watch Angie completing a checklist for self-assessment purposes. Notice how watching the video and discussing her experience with her supervisor helped her to see an area where she can improve. Click inside the video window to begin playing the video.

Step 7: Provide Support



Slide notes

Finally, practitioners are much more likely to continue to use a practice if they have ongoing learning opportunities with supportive feedback.

Provide Support

Effective Ongoing Learning Activities:

- Deliberate
- Planned
- Repeated



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Practices are not likely to be learned in one or even two or three training sessions. Deliberate, planned learning opportunities on repeated occasions are necessary to develop expertise.



Strategies: Provide Support

- Follow-up training
- Observe and provide feedback
- Encourage other supportive relationships
- Ongoing practice - follow the steps!
- Establish communities of practice



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There are many ways of providing additional learning opportunities for practitioners who are working toward mastery of an early childhood practice. We will look at five that evidence has shown to be effective.



Strategies: Provide Support Follow-up Training

- Reinforce knowledge
- Engage in on-going use of the practice



Slide notes

You should conduct follow-up training to provide opportunities for practitioners to engage in ongoing use of a practice to reinforce what they have learned and to increase the likelihood that they use a practice effectively.



Strategies: Provide Support Observe & Provide Feedback

- Context-specific suggestions
- Supportive feedback
- Encouragement



Slide notes

If possible, you should observe practitioners working with the practice and provide context-specific suggestions, supportive feedback, and encouragement.



Strategies: Provide Support Encourage Supportive Relationships

- Peers
- Coach
- Supervisor
- Mentor

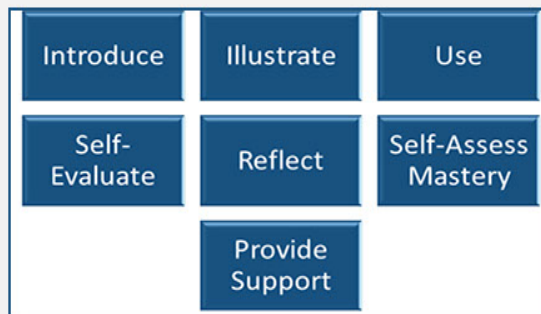


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As a TA provider, you should also encourage ongoing supports for the practitioner by peers, a coach, a supervisor, or a mentor to reinforce initial learning.



Strategies: Provide Support Ongoing Practice



Follow the steps!

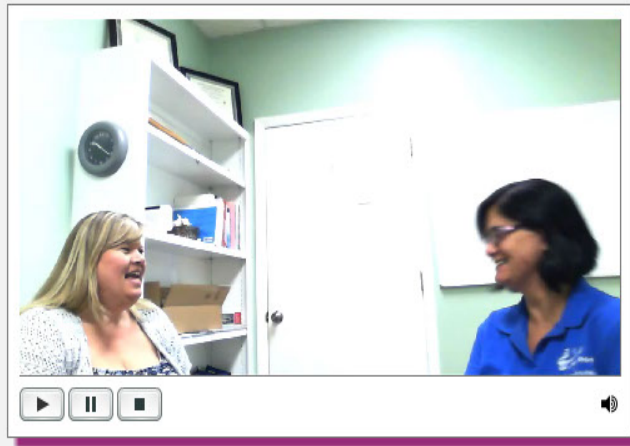


Slide notes

Be sure the practitioner continues to meet with a coach or mentor and uses a checklist to review their use and mastery of the practice, increasing their understanding and mastery.

Strategy Example

Ongoing Practice



Slide notes

In this video, notice how this practitioner has engaged in ongoing conversations with her supervisor about her experiences with families. Click inside the video window to begin playing the video.



Strategies: Provide Support Communities of Practice

- Collaborative planning
- Communities of practice
- Sufficient opportunities to master use of the practice



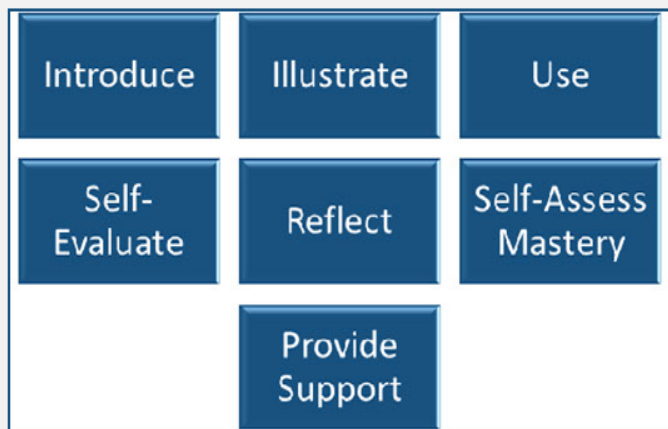
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You should also engage practitioners in collaborative planning sessions or communities of practice to obtain ongoing support. Finally, ensure that the duration, intensity and number of sessions to learn to use the practice are sufficient to master the use of the practice. This will be different for different practices or may be affected by how much the practitioner has already been exposed to the practice being learned.

Summary



Slide notes

Providing effective professional development to early childhood practitioners can be accomplished by following a seven step, evidence-based procedure that includes introduce and illustrate to start, followed by providing opportunities to use and self-evaluate the use of practices.

Next, facilitated chances to reflect on and plan work toward mastery of the practices should be made available. Finally, offering ongoing support to further engage practitioners rounds out this process.

End of Lesson



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