

# 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



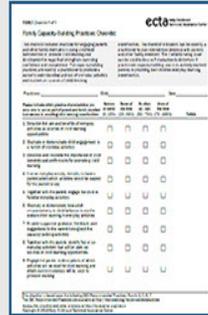
### Slide notes

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 the Early Childhood Training and Support (ECTS). The checklist is a table with 10 rows of practices and columns for "Yes", "No", "Not Sure", and "Not Applicable".

Practice	Yes	No	Not Sure	Not Applicable
1. Engage the family in a conversation about the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain the purpose of the practice to the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discuss the practice with the family in a way that is respectful and non-judgmental.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask the family for their input and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Offer the family resources and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide a clear and concise explanation of the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain the practice in a way that is easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide a clear and concise explanation of the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Explain the practice in a way that is easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provide a clear and concise explanation of the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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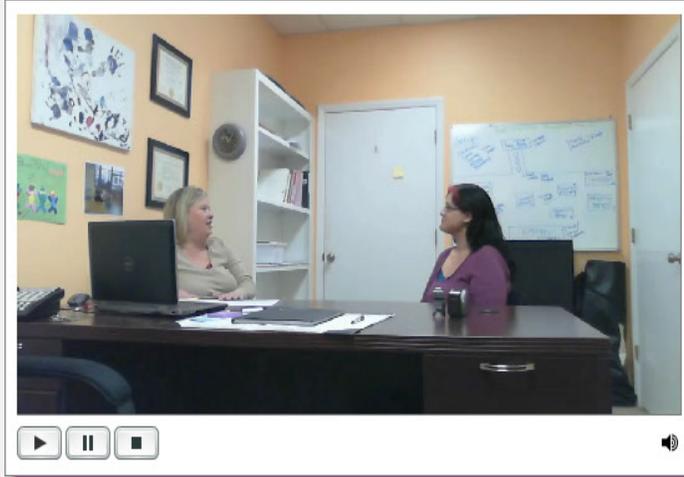
## Slide notes

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

ecta

Use this checklist to evaluate your use of the practice. The checklist includes the practice name, a brief description of the practice, and a list of indicators to evaluate. The indicators are organized into three columns: Practice, Indicator, and Rating. The rating scale ranges from 1 (Not at all) to 3 (Very well).

Practice	Indicator	Rating
1. Engage in a conversation with the parent about the child's needs and interests.	1. The practitioner asks the parent about the child's needs and interests.	1 2 3
2. Engage in a conversation with the parent about the parent's needs and interests.	1. The practitioner asks the parent about their needs and interests.	1 2 3
3. Engage in a conversation with the parent about the parent's strengths and resources.	1. The practitioner asks the parent about their strengths and resources.	1 2 3
4. Engage in a conversation with the parent about the parent's goals and aspirations.	1. The practitioner asks the parent about their goals and aspirations.	1 2 3
5. Engage in a conversation with the parent about the parent's challenges and barriers.	1. The practitioner asks the parent about their challenges and barriers.	1 2 3
6. Engage in a conversation with the parent about the parent's support needs.	1. The practitioner asks the parent about their support needs.	1 2 3
7. Engage in a conversation with the parent about the parent's role in the child's life.	1. The practitioner asks the parent about their role in the child's life.	1 2 3
8. Engage in a conversation with the parent about the parent's role in the child's education.	1. The practitioner asks the parent about their role in the child's education.	1 2 3
9. Engage in a conversation with the parent about the parent's role in the child's health care.	1. The practitioner asks the parent about their role in the child's health care.	1 2 3
10. Engage in a conversation with the parent about the parent's role in the child's social and emotional well-being.	1. The practitioner asks the parent about their role in the child's social and emotional well-being.	1 2 3



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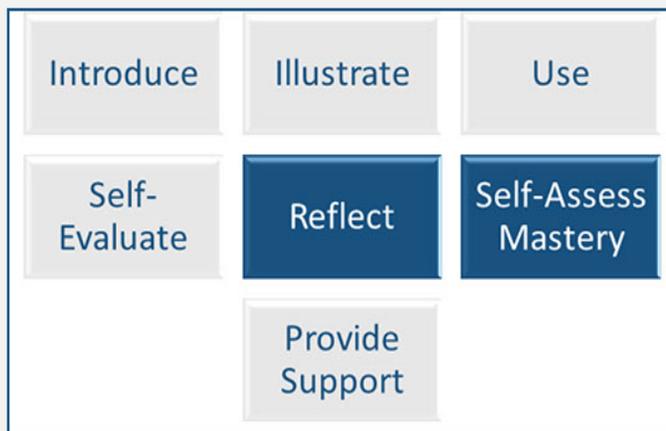
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## Slide notes

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



### Slide notes

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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## Slide notes

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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### Slide notes

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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### Slide notes

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

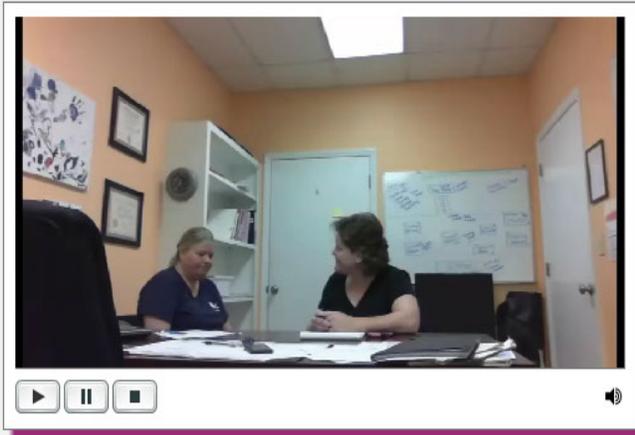


### Slide notes

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



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### 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

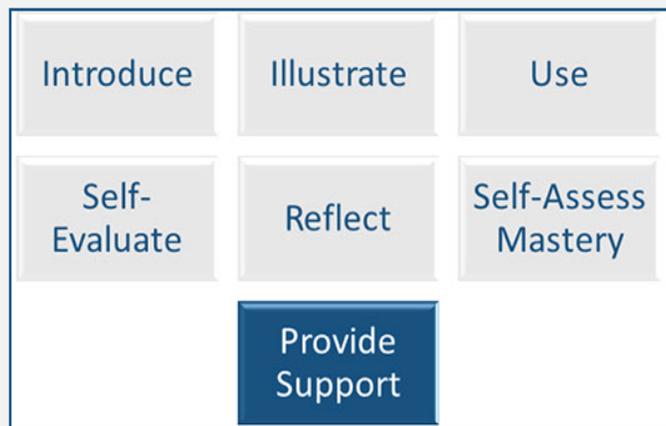
## Self-Assess & Report Back



### Slide notes

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



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### 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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## Slide notes

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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### Slide notes

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

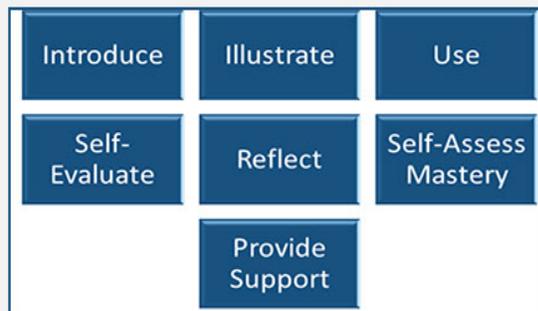


### Slide notes

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



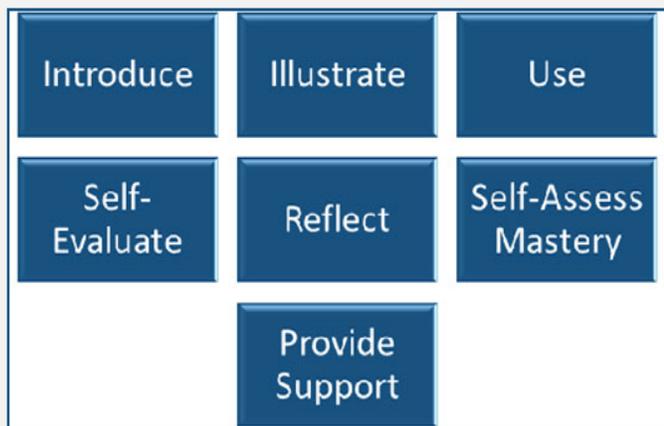
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### Slide notes

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



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## 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



*Provide Feedback*

*Download Lesson Notes*

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## Slide notes

You have reached the end of the lesson. We would appreciate your feedback. The link to the feedback form will open in a new tab so that you can refer back to the lesson if you need to. Thank you.