Connecting Practice-Based Preparation with State Systems of Professional Development:
What Role Can Higher Ed Faculty Play?

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Personnel Development Program

- Help address state-identified needs for highly qualified personnel to work with children with disabilities

- Ensure that these personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically-based research and experience, to be successful in serving those children

Focus on Effectiveness

- Linking student outcomes to teacher performance
- Linking teacher performance to preparation programs

Transforming Personnel Preparation

- Focus on practices that improve children's outcomes

- Extensive clinical preparation throughout the program

- Multiple forms of feedback on practice

- Collaboration between higher education and local programs

  - NCATE, 2010

State Systems of Professional Development

- Providing professional development on specific practices

- Putting implementation supports in place so providers use evidence-based practices with fidelity

- Working across early childhood professional development systems

RTT-ELC Proposed Criteria

- A Great Early Childhood Education Workforce
  - Developing Workforce Knowledge and Competencies and a progression of credentials
  - Supporting Early Childhood Educators in improving their knowledge, skills, and abilities
  - Partnering with postsecondary institutions and other professional development providers in developing effective Early Childhood Educators

Overview

- Evidence-based professional development
- Professional development to implement evidence-based practices in home and center settings
- Example of how one state is working to develop an effective PD system in collaboration with higher education
- Discussion

Context **Increased focus on clinical practice in teacher education** (NCATE Report, 2010)

Practitioners are expected to use evidence-based practice but what does that mean?

identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

Evidence-Based Practice is......

A **decision-making process** that **integrates** the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006

Faculty & PD providers are expected to incorporate EBP into PD. But what does that mean?

Two Aspects of Evidence-based Professional Development

- The PD **content** focuses on specific research-based teaching and intervening practices

- The PD **delivery** focuses on evidence-based methods for building practitioners' knowledge and application of evidence-based practices and decision-making skills

CONNECT Modules: An Approach for Incorporating EBP into PD

| Step 1 Dilemma | Step 2 Question | Step 3 Evidence | Step 4 Decision | Step 5 Evaluation |
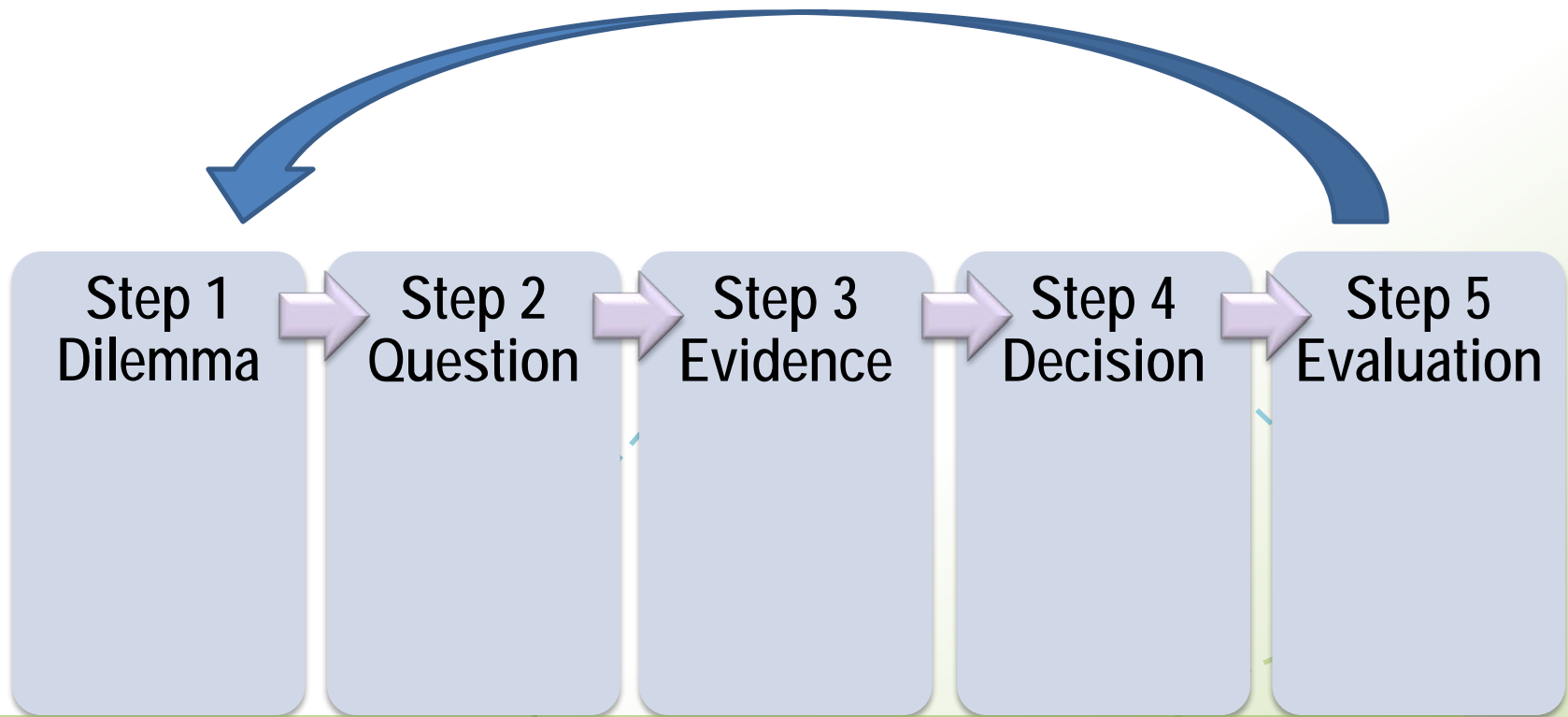
5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
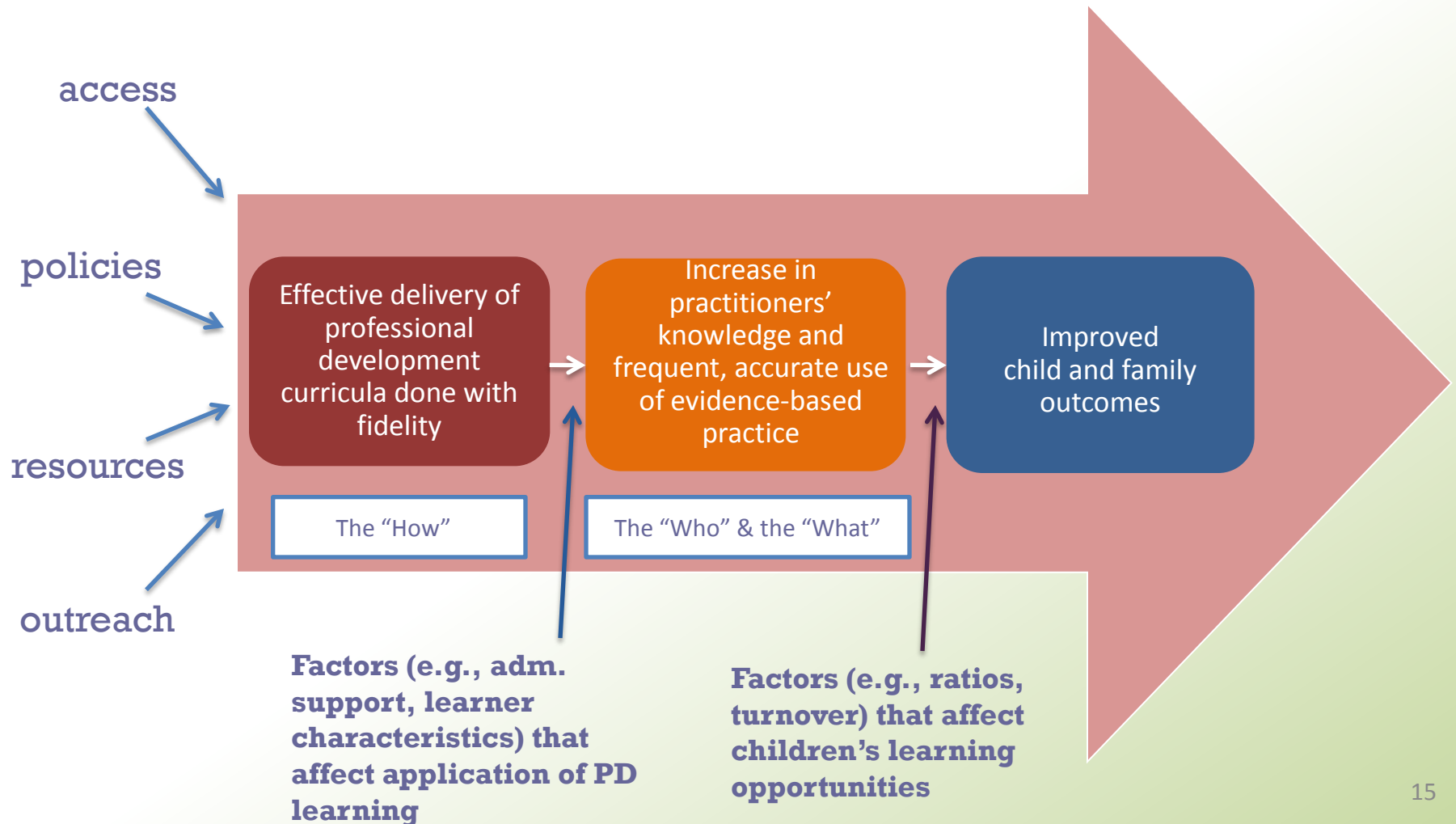
Increased Attention to Research on Effective PD

Effective professional development

Increase in teachers' knowledge and use of evidence-based practice

Improved child and family outcomes

Complications in Implementing & Studying PD

access

policies

resources

outreach

Effective delivery of professional development curricula done with fidelity

The "How"

Increase in practitioners' knowledge and frequent, accurate use of evidence-based practice

The "Who" & the "What"

Improved child and family outcomes

Factors (e.g., adm. support, learner characteristics) that affect application of PD learning

Factors (e.g., ratios, turnover) that affect children's learning opportunities

15

Themes from Research on Effective PD (Dunst & Trivette, 2009; Wei, Darling-Hammond, et al., 2009)

- Focused on specific instructional strategies rather than general content,

- Sustained over time and of considerable duration,

- Infused with active learning opportunities, guided practice and corrective feedback,

- Characterized by collective participation

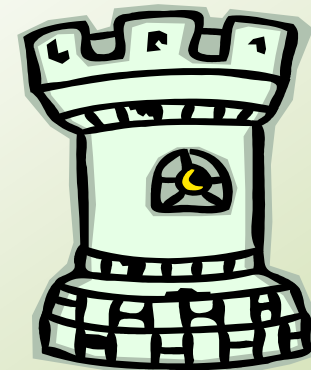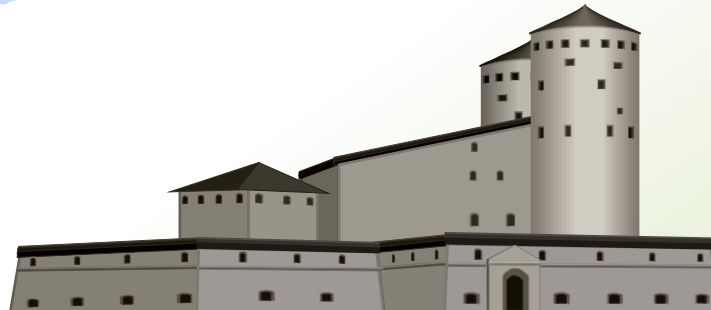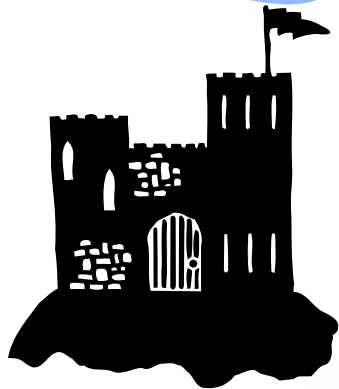- Connected with program standards, curricula, and assessments.
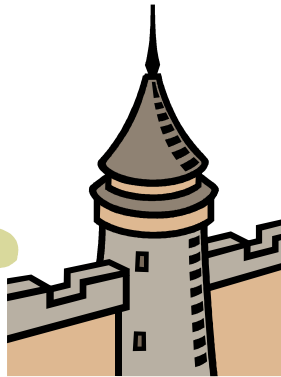
Context

Focus on the Quality of Professional Development within Systems Context
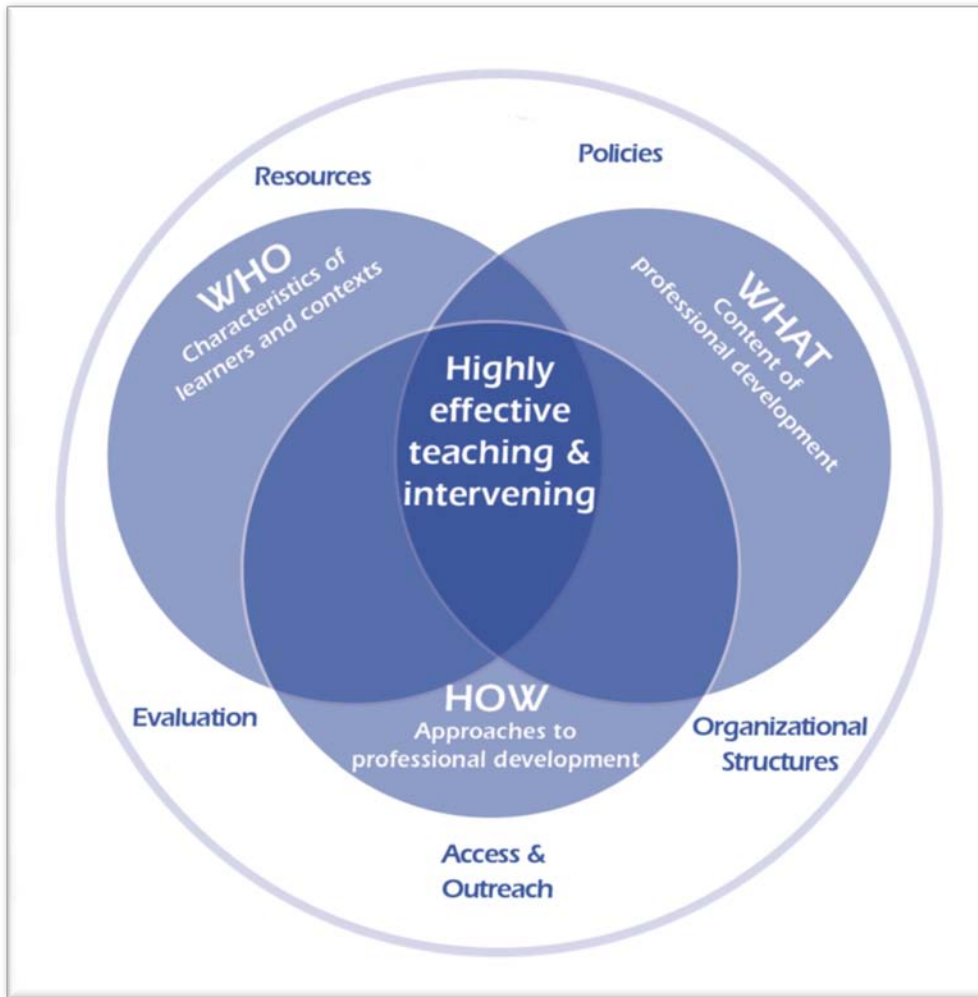
National Professional Development Center on Inclusion

Fiefdoms of Early Childhood
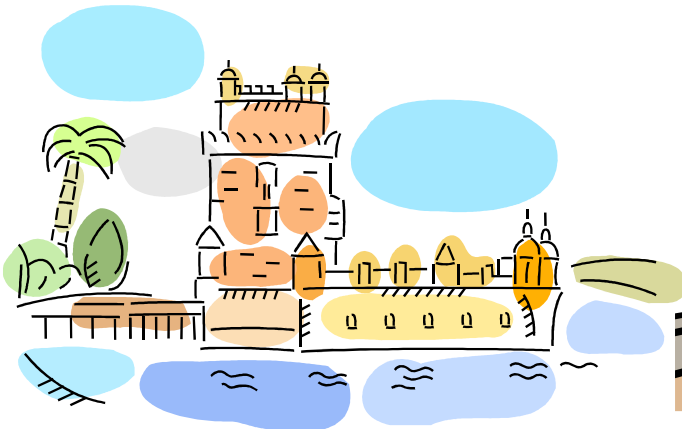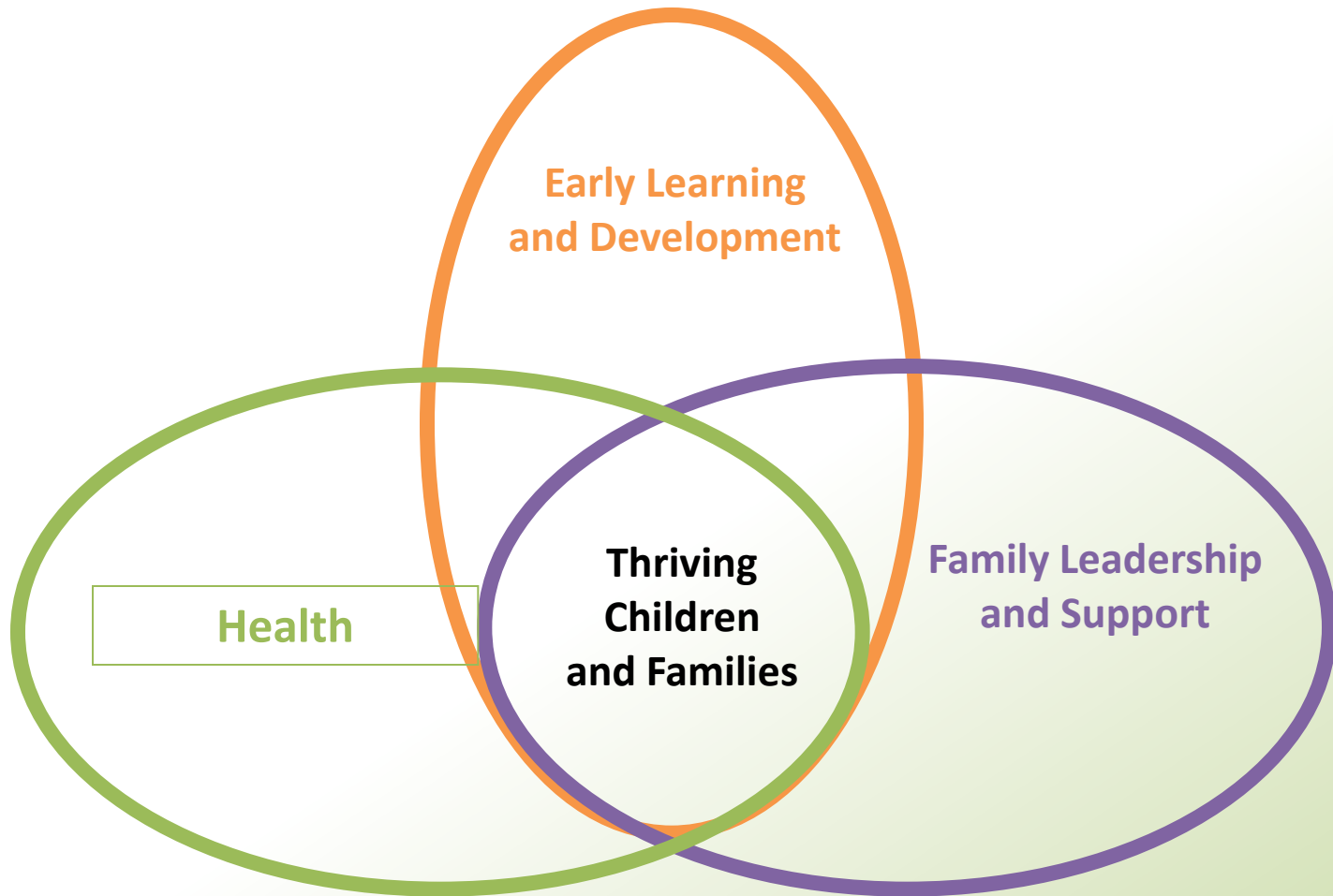
The Big Picture Planning Guide

Building Cross-Sector Professional Development Systems in Early Childhood
2nd Edition

Table of Contents

National Professional Development Center on Inclusion. (2011). The big picture planning guide: Building cross-sector professional development systems in early childhood, 2nd ed. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

Professional Development with Practitioners who Provide Home Visiting

- **Center on Everyday Child Language Learning**

- **Center for Early Literacy Learning**

  - U.S. Office of Special Education Programs

What is the Primary Goal of Home Visiting?

- Building the capacity of parents of young children to support their children's development

Who Is Delivering the Intervention?

- Parents of young children

- Parents are guided in their use of the practices by

  - Child Development Specialists

  - Speech Pathologists

  - Occupational/ Physical Therapists

What are the outcomes of professional development for home visitors?

- To ensure that practitioners have the knowledge of and can use evidence-based practices that enhance the child's development

- To ensure that practitioners have the knowledge of and can use evidence- based practices that will build the capacity of the parents to successfully use the practices with their children

How should professional development be delivered to practitioners who provide home visitors?

- Practitioners should be trained using adult learning practices that provide experiences that allow them to learn, demonstrate, and master the evidence-based practices in their content area.

- Practitioners should be provided experiences that allow them to learn, demonstrate, and master the evidence-based practices that build parents' capacity.

Two Types of Evidence-Based Practices

- Evidence-Based Implementation Practices
  - Adult learning methods

- Evidence-Based Intervention Practices
  - Early childhood intervention practices

Matrix of Implementation and Intervention Methods

	Language Intervention Model Component			
	Child Interests	Everyday Activities	Learning Opportunities	Responsive Teaching
Introduce				
Illustrate				
Practice				
Evaluate				
Mastery				
What's Next?				

Capacity-Building Adult Learning Process

Measuring Fidelity at All Levels

- Consistency of practitioner's practices with the model

- Extent to which the practitioner uses the model practices with each parent

- Extent to which the parent can use the practices with their child

Pyramid Model: Promoting Social Emotional Development and Addressing Challenging Behavior

Tertiary Intervention

Secondary Prevention

Universal Promotion

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Systematic approaches to teaching social skills can have a preventive and remedial effect

Targeted Social Emotional Supports

High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Nurturing and Responsive Relationships

Systems and policies promote and sustain the use of evidence-based practices

Effective Workforce

Pyramid Model

- Complex model of practices

- Requires active ongoing data-based decision-making

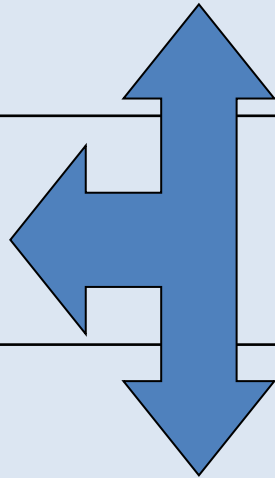- Designed to support all children within inclusive environments

Professional Development

- Initial training using evidence-based approaches for adult skill acquisition and behavior change

- Implementation supports – practice guides, classroom materials, video models, practice reflection tool

- Data-driven coaching linked to implementation fidelity measure

- Performance feedback

Coaching for Implementation

ID Focus	Evidence-based practice Practitioner needs and "buy-in"
Learning about the "practice or intervention"	Active and passive methods Multiple exemplars
Observe	Needs assessment Set goals and develop action plan
Coach	Rapport and collaboration Active methods Performance feedback
Observe	Needs assessment Revise goals and action plan
Measure implementation	Fidelity of implementation measures
Measure outcomes	Practitioner/"setting" measures Child measures

Program-Wide Adoption

Program-Wide Commitment

Data-Based Decision Making

including screening and progress monitoring

Well-Defined Procedures

Teacher Training and Technical Assistance: Coaching

Partnerships with Families

ALL Levels Require Administrative Support

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Effective Workforce

Focusing on Fidelity

- Implementation of Pyramid Practices by All Teachers

- Implementation of the Infrastructure for Classroom Fidelity and Data-Based Decision-Making

  – Fidelity of program-wide implementation

Implications

- Outcomes for teachers, children, and families

- Teachers receptiveness and buy-in

- Complexity of the framework requires intensive implementation support

- Resources (time, personnel) for coaching

Issues related to PD and Pre-service

- Coaching as a consultation skill set
- Practitioner fluency with evidence-based practices and decision-making
- Expansion of roles, responsibilities, expectations within program-wide adoption
  - Leadership teams
  - Behavior specialists
  - Data systems
  - Coaching

Key Concepts & One State Example

Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion

Key Concepts

- Planning Effective PD <u>systems</u>

- Including preservice as well as inservice

- Evidence based practices (EBPs)

- PD approaches to ensure people can use EBPs with fidelity (coaching)

Key Concepts, cont.

- Measures of whether the EBPs are being used as intended (fidelity measures)

- Measures of outcomes

- Data based decision making

- Cross-agency involvement and buy-in

- Expansion of ECE/ECSE professional roles (leadership teams, coaching, etc)

One State Example: Colorado

- Cross-agency State Leadership Team developing a state PD system comprised of:
  - Training people who can train and coach others to use EBPs with fidelity
  - Building program and community infrastructures/procedures to sustain high fidelity implementation
  - Collecting data on fidelity, child outcomes, program and community procedures
  - Making decisions based on this data at the child, teacher, program, community and state level to evaluate fidelity and outcomes and make decisions about needed changes

- Cross-agency funding of a PD center to oversee, sustain and scale-up the above

One State Example: Colorado, cont.

- Quality assurance thru certification of trainers and coaches and programs

  - Fidelity measure

  - Coaching to fidelity

  - EB Coaching skills

- EB practices

- Higher ed participation and involvement throughout:
  - state leadership team
  - certification candidacy
  - preservice: embedding materials in courses, creating new courses, child care rules requiring these courses
  - inservice: giving credit and ceu's for trainings

Questions/Discussion

- How do you approach practice-based preparation in your program?
- What is the role of higher ed in these key concepts?
  - Coaching skills
  - Measuring the use of EBPs as intended (fidelity)
  - Preparing people for new roles and expectations: coaching, receiving coaching, serving on leadership teams, sharing decision making, etc
- How can higher ed participate in the development of state PD systems?
- Other questions/discussions?
- What examples can you share?

Additional Sessions

- Monday from 4:00 to 5:30 in Washington 5
  - *Early Childhood Personnel Development Grant Area Discussion*

- Wednesday from 9:45 to 10:45 in Maryland A
  - *But Can They Do What You Taught Them? A Discussion About Measuring Implementation Fidelity and Its Relationship to the Adoption and Outcomes of Early Childhood Practices*