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National Center for Infants, Toddlers, and Families

Moving Competencies and Standards Off the Shelf and Into Action

An Evidence-Based Approach to Cross-Sector Professional Development

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ZERO TO THREE Western Office

Zero to Three National Training Institute

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National Perspectives On Early Childhood Professional Development

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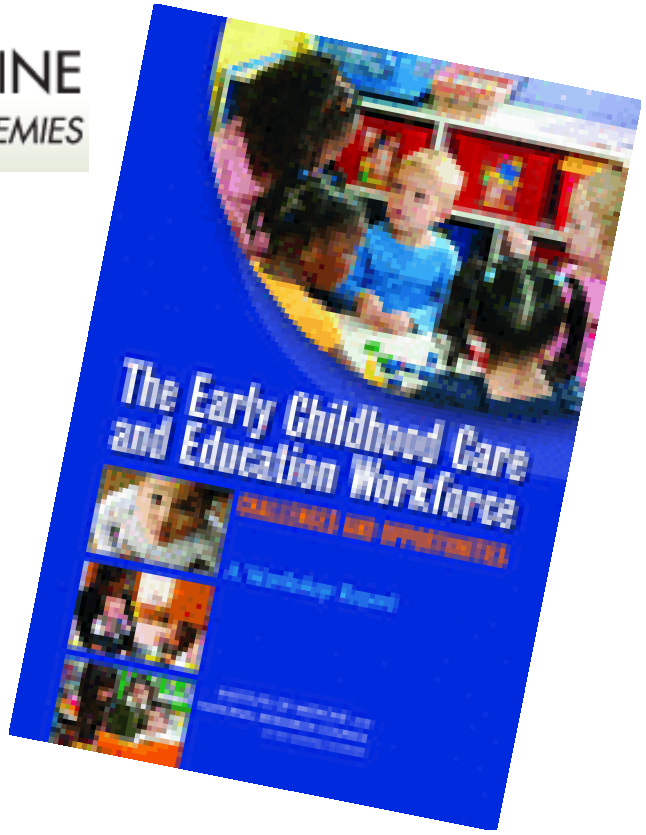
Increased Focus on Early Childhood Professional Development

INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES



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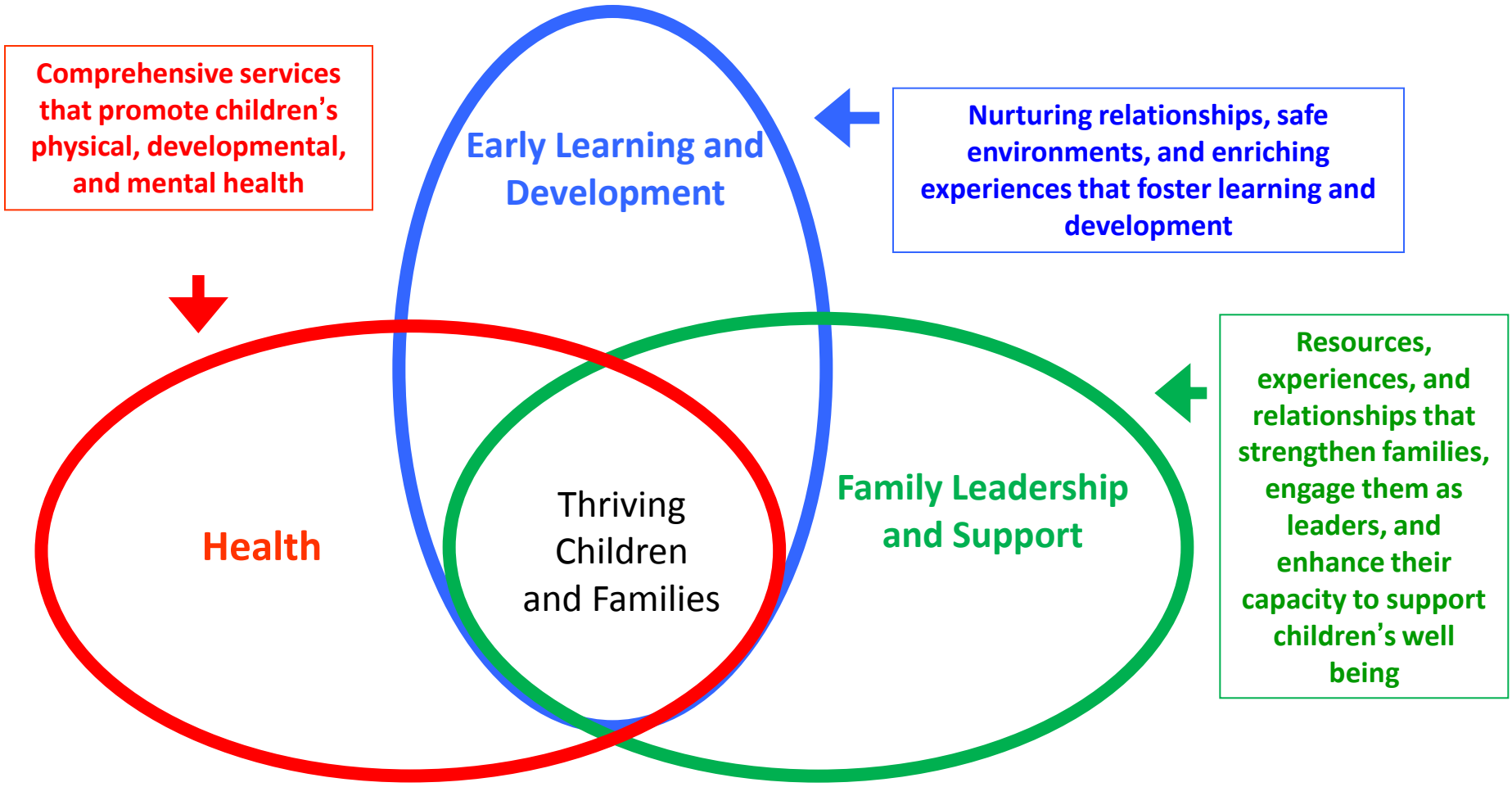
Increased Emphasis on Cross-Sector Collaboration



—Early Childhood Systems Working Group 2011

Cross-Sector Prof Development is Hot Topic

Federal initiatives, such as
Race to The Top—Early Learning Challenge Program,
that promote cross-sector early childhood systems-building

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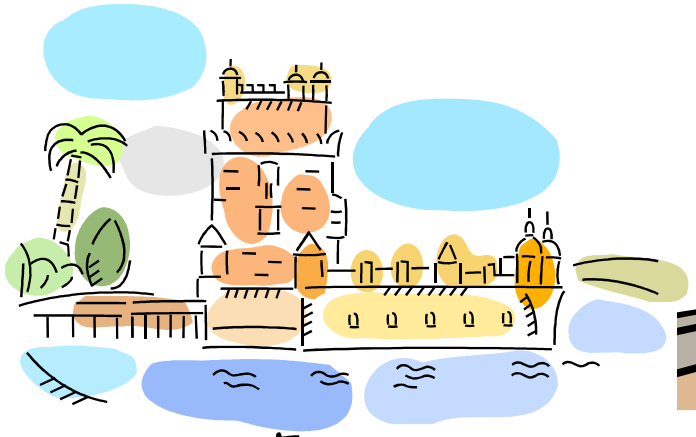
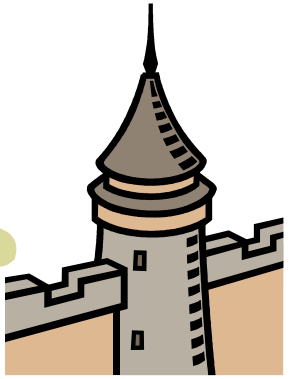
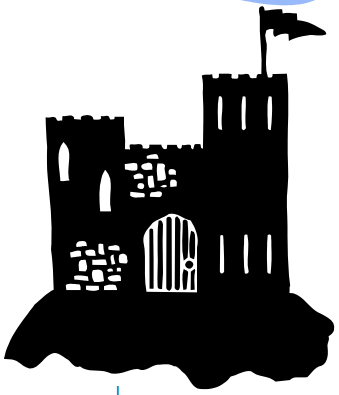
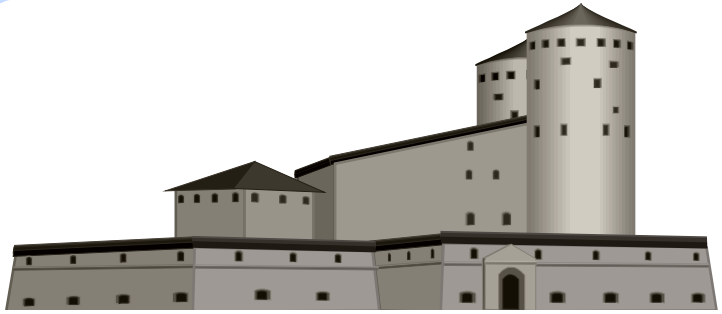
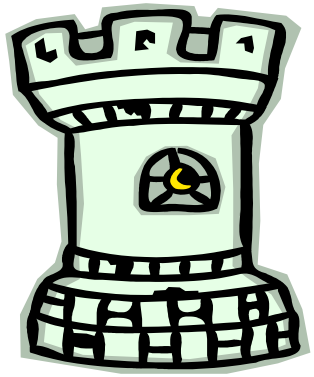
Integrating Fiefdoms of Early Childhood is Critical







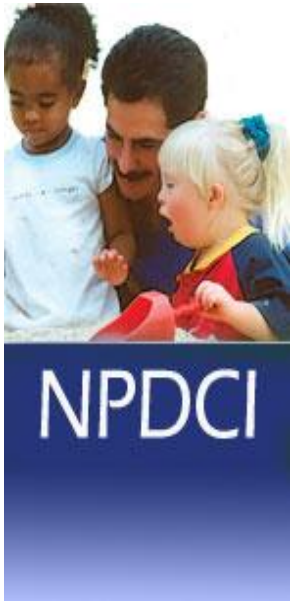




Increased Focus on Quality of PD

Having a college degree is not enough,
and workshops alone are ineffective

Building Cross-Sector PD Systems to Support Inclusion



National
Professional Development Center
on Inclusion

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Funded by:
IDEAs that Work

NPDCI Definition of Professional Development

"*Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice…*"

Definition (continued)

The key components of professional development include:

a) characteristics and contexts of the learners (i.e., the "who");

b) content (i.e., the "what" of professional development); and

c) organization and facilitation of learning experiences (i.e., the "how").

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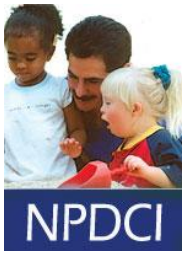
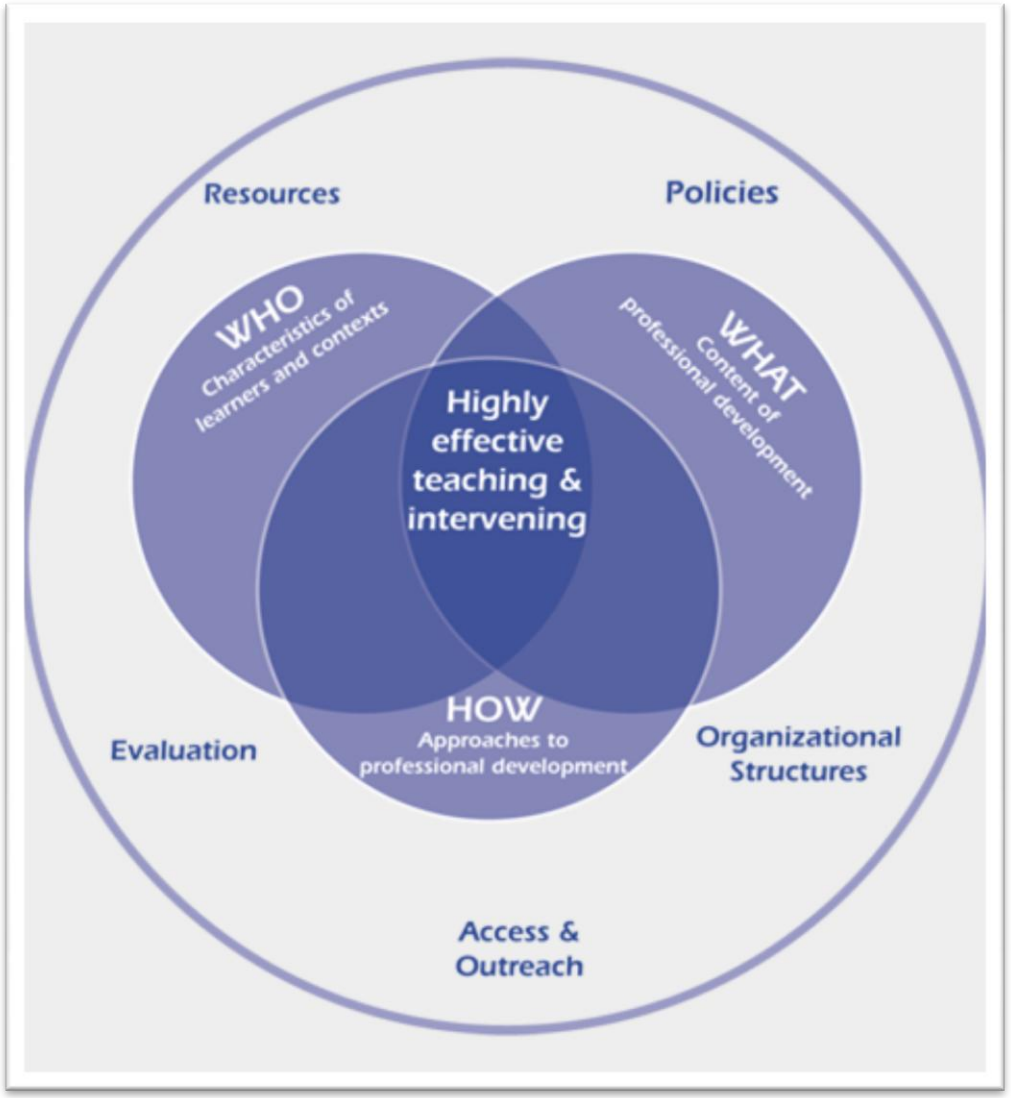
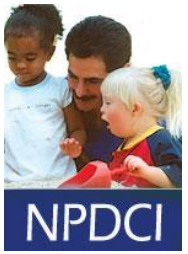




Need for PD Framework and Definition



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Focus on the "What:"

Challenge of Multiple Sets of Early Childhood Competencies & Standards

NCATE
The Standard of Excellence in Teacher Preparation

Council for Exceptional Children
The voice and vision of special educa
DEC

Early Childhood Associate Degree
naeyc
ACCREDITATION

American Speech-Language-Hearing Association

CDA

TEAC
Teacher Education Accreditation Council

NBPTS
National Board for Professional Teaching Standards

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naeyc

P-3 Workforce Development Project

The Prenatal through Three Workforce Development Project is identifying best practices and core competencies for the P-3 workforce in Los Angeles County. This is a interdisciplinary project partnering with the work sectors of early care and education, early intervention, mental health, physical health, and social services/child welfare

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Core Competencies Domains

- Early Childhood Development
- Family-Centered Practice
- Relationship-based Practice
- Health and Developmental Risk and Protective Factors
- Cultural and Linguistic Responsiveness
- Leadership and Advocacy
- Professional and Ethical Practices
- Service Planning, Coordination, and Collaboration

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National Perspectives
(Continued)

Competencies are not enough:
Increased focus on clinical practice in all sectors

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

Faculty & PD providers are expected to incorporate EBP into PD.

But what does that mean?

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Evidence-Based Practice is……

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

Definition drawn from evidence-based medicine (Sackett et al) by Buysse & Wesley, 2006

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Two Components 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 using 5-Step Learning Cycle

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An EBP Approach to PD:
CONNECT Project
Online Modules

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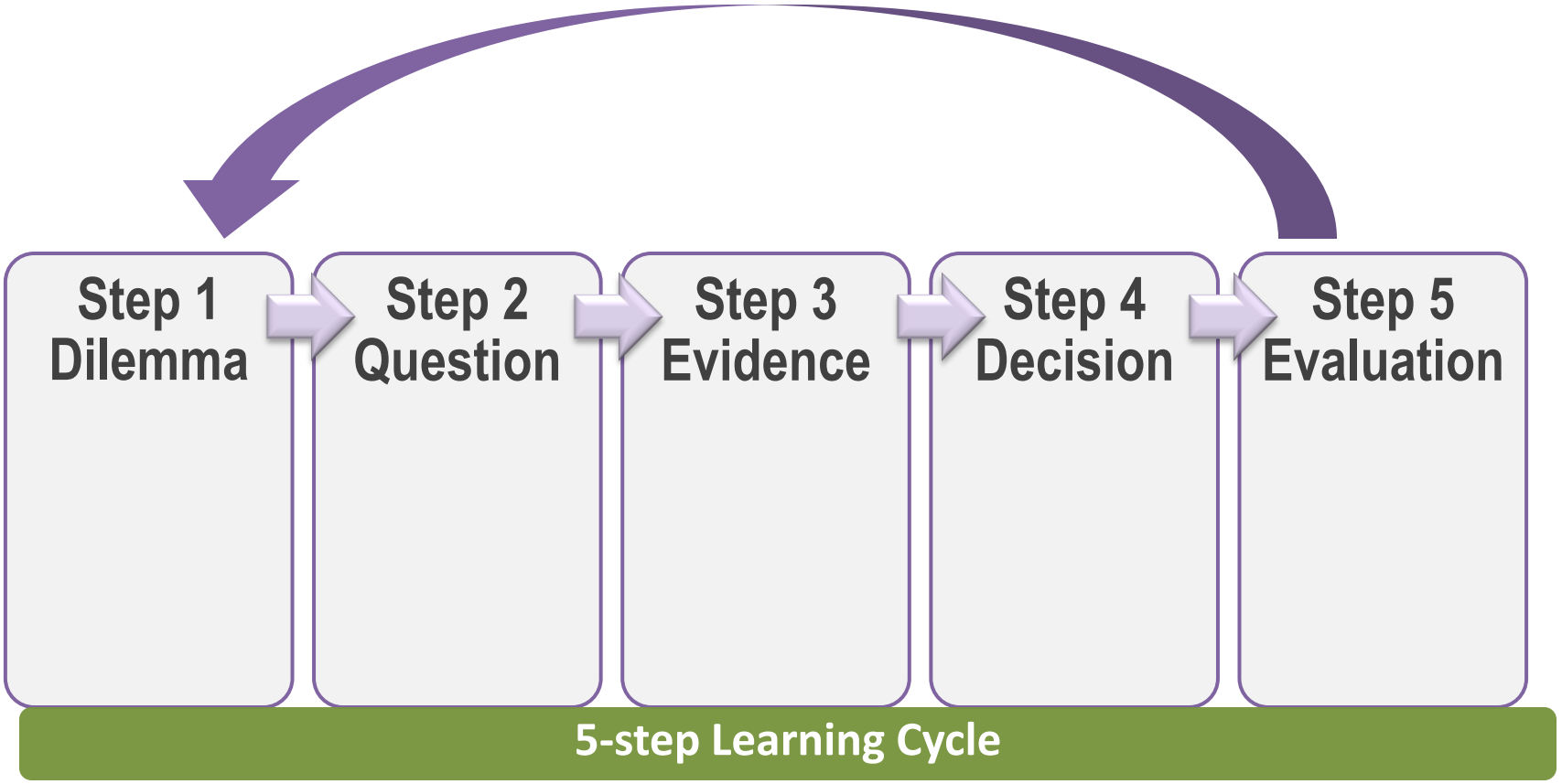
CONNECT:
An Approach for Incorporating EBP into PD



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CONNECT Modules:
Practice-focused Approach

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Step 1: Dilemma

Family's Perspective from
Module 4: Family-Professional Partnerships

Step 1: Dilemma > Step 2: Reflection > Step 3: Content > Step 4: Decision-Making > Step 5: Evaluation

Step 2: Question

PICO	P **Person** (who will participate in the intervention)	I **Interventions** or practice(s) being considered	C **Comparison** to other interventions (if there is research that compares two or more interventions)	O **Outcomes** desired
Responses	Early childhood professionals	Communication practices	N/A	Promoting collaboration with other professionals and families

Example of PICO from
Module 3: Communication for Collaboration

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation

Step 3: Evidence

Demonstration Video from Module 3: Communication for Collaboration

Step 1: Dilemma > Step 2: Question > **Step 3: Evidence** > Step 4: Decision > Step 5: Evaluation

Target Audience

- 2-year and 4-year college faculty
- Other professional development providers

CONNECT Modules

- **Now Available**
  (English and Spanish versions)
  - Module 1: Embedded Interventions
  - Module 2: Transition
  - Module 3: Communication for Collaboration
  - Module 4: Family-Professional Partnerships
  - Module 5: Assistive Technology
  - Module 6: Dialogic Reading

Coming Soon

- Tiered Approaches: Social emotional development
- Tiered Approaches: Academic Practices
- Portuguese translation of Module 1

Connecting Core Competencies to Research-Based Practices/CONNECT Modules

Prenatal-Three Core Competencies (BSLA Project)	Research-based Practices/CONNECT Modules
Domain #2: Family-Centered Practice	Family-Professional Collaboration (Module 4)
Domain #3: Relationship-based Practiced	Communication for Collaboration (Module 3)

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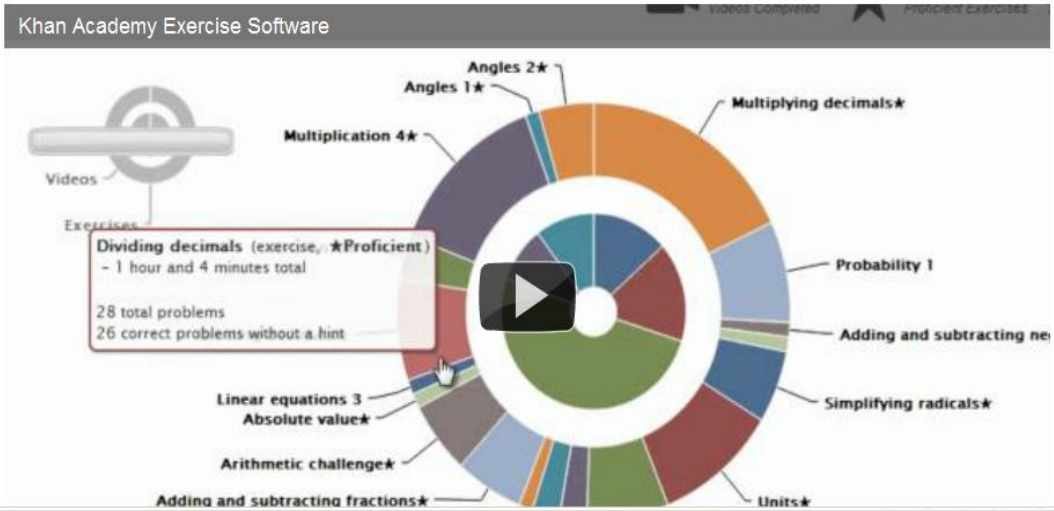
KHAN ACADEMY

A free world-class education for anyone anywhere.

The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere.

All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. The Khan Academy's materials and resources are available to you completely free of charge.



How it works for students

Students can make use of our extensive video library, practice exercises, and assessments from any computer with access to the web.

Complete custom self-paced learning tool
A dynamic system for getting help
A custom profile, points, and badges to measure progress

Coaches, parents, and teachers

Coaches, parents, and teachers have unprecedented visibility into what their students are learning and doing on the Khan Academy.

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Introducing the 5-Step Learning Cycle

Small Group Activity

In your groups, use the 5-step decision-making cycle to reach consensus

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Los Angeles County

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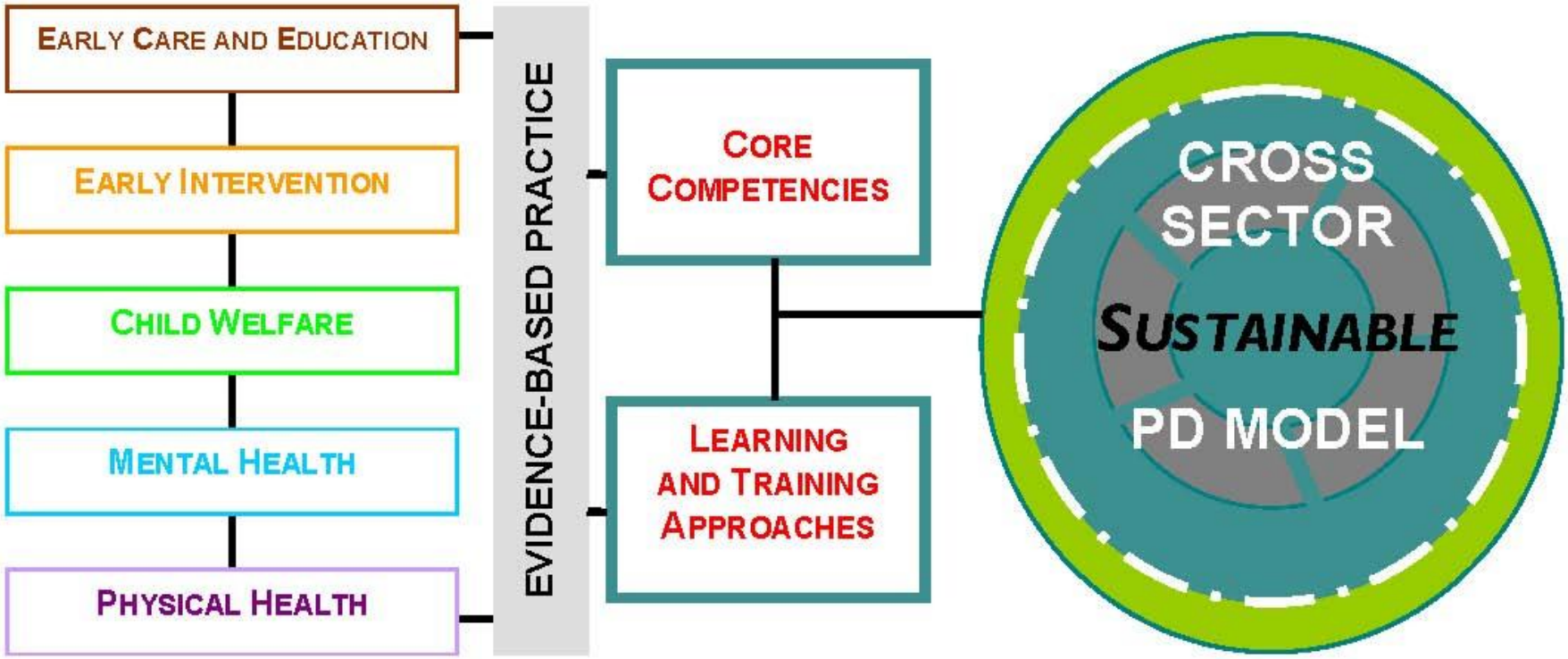
P-3 WFD Project Objectives

Identification of cross-sector core competencies and best practices



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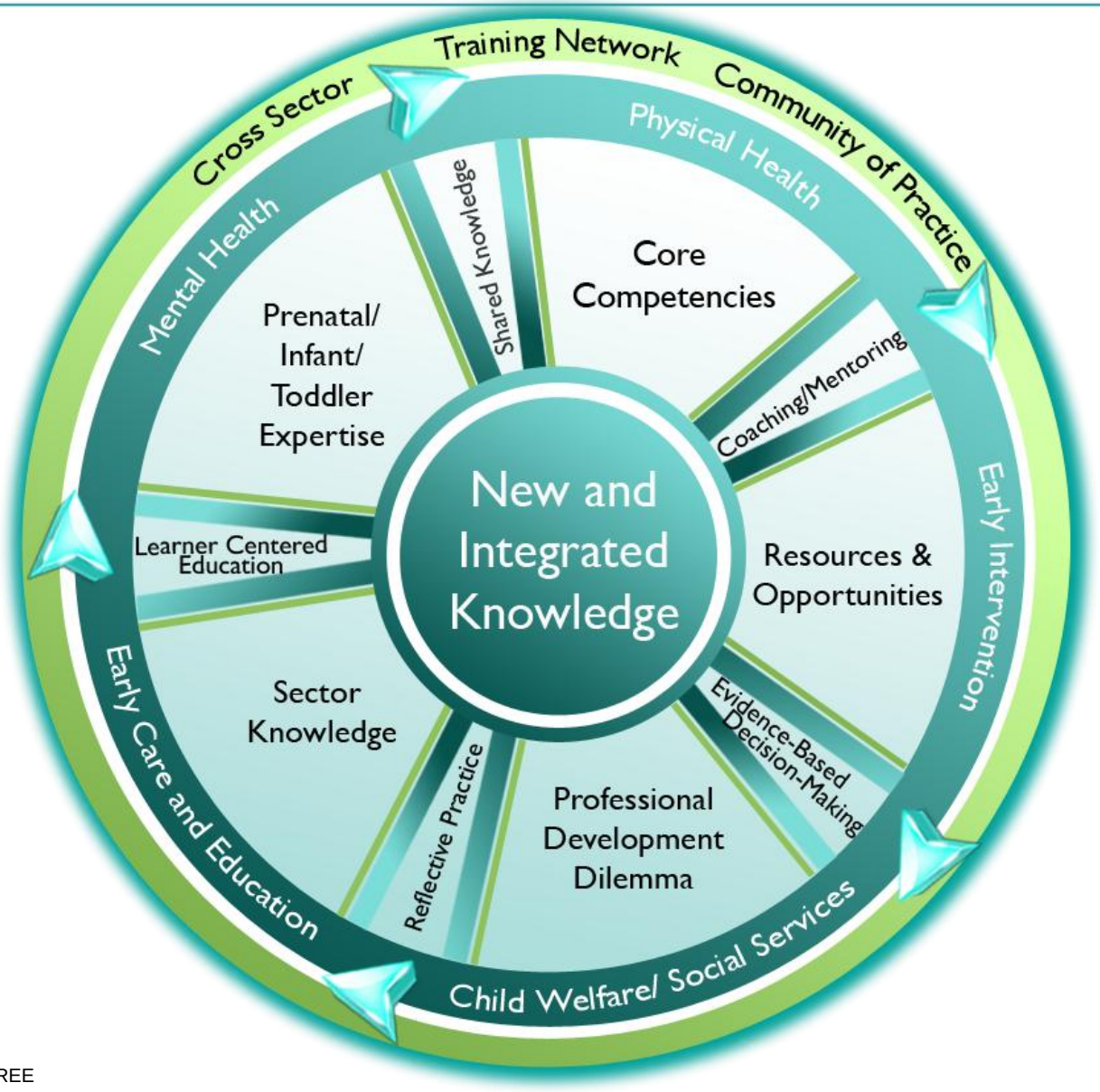
Cross-Sector Professional Development Model



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Cross-Sector Professional Development

Key Practices of the Core Competencies:

- Interdisciplinary Communication and Collaboration
- Relationship-based Practice

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Application of 5-Step Learning Cycle

The Professional Development Model is delivered via the 5-step Learning Cycle

Step 1: Dilemma

- Developed brief case studies per Module
  - Example: A 17-year-old mother just gave birth to her second child, a 6 week old. The teen mother also has an 18-month-old child. Mother reports that she struggles with the behavior of her 18-month-old and reports that she tries to use “time-out” whenever he tantrums. She’s also noticed that her 18-month-old sucks his thumb, rarely speaks (only about 5 words) and does not always follow her directions.

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Application of 5-Step Learning Cycle (continued)

Step 2: Turn the Dilemma Into Answerable Questions

Step 3: Discuss the Evidence

- Research
- Examples and Tools
- Policies
- Experience-based Wisdom and Values

Step 4: Come to a Decision

- Consider Context and Values
- Identify Needs and Resources

Step 5: Evaluate

- Gathering and Using Information

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Accomplishments and Next Steps

- Identified core competencies and recommended training and learning approaches✓
- Developed and field-testing cross-sector professional development model✓

- *Conduct second field-test*
- *Make recommendations on sustainability*

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Resources

- The big picture planning guide: Building cross-sector professional development systems in early childhood (2nd ed.). (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). (2009). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://community.fpg.unc.edu/resources/topics/early-childhood-inclusion
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- Why program quality matters for early childhood inclusion: Recommendations for professional development. (2009, November). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Professional Development Center on Inclusion.
- NPDCI website: http://community.fpg.unc.edu/npdci
- CONNECT Modules. Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://community.fpg.unc.edu/connect
- National Center on Child Care Professional Development Systems and Workforce Initiatives
- ZERO TO THREE website: http://www.zerotothree.org/
- First 5 LA website: http://first5la.org/

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