



# Ensuring Quality and Evidence-Based Approaches to Professional Development

**Pam Winton, PhD**

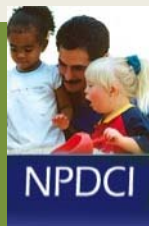
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**FPG Child Development Institute**

**Head Start Research Conference Symposium**

**June 18, 2012, Washington, DC**



**CONNECT**  
The Center to Mobilize Early Childhood Knowledge





NPDCI

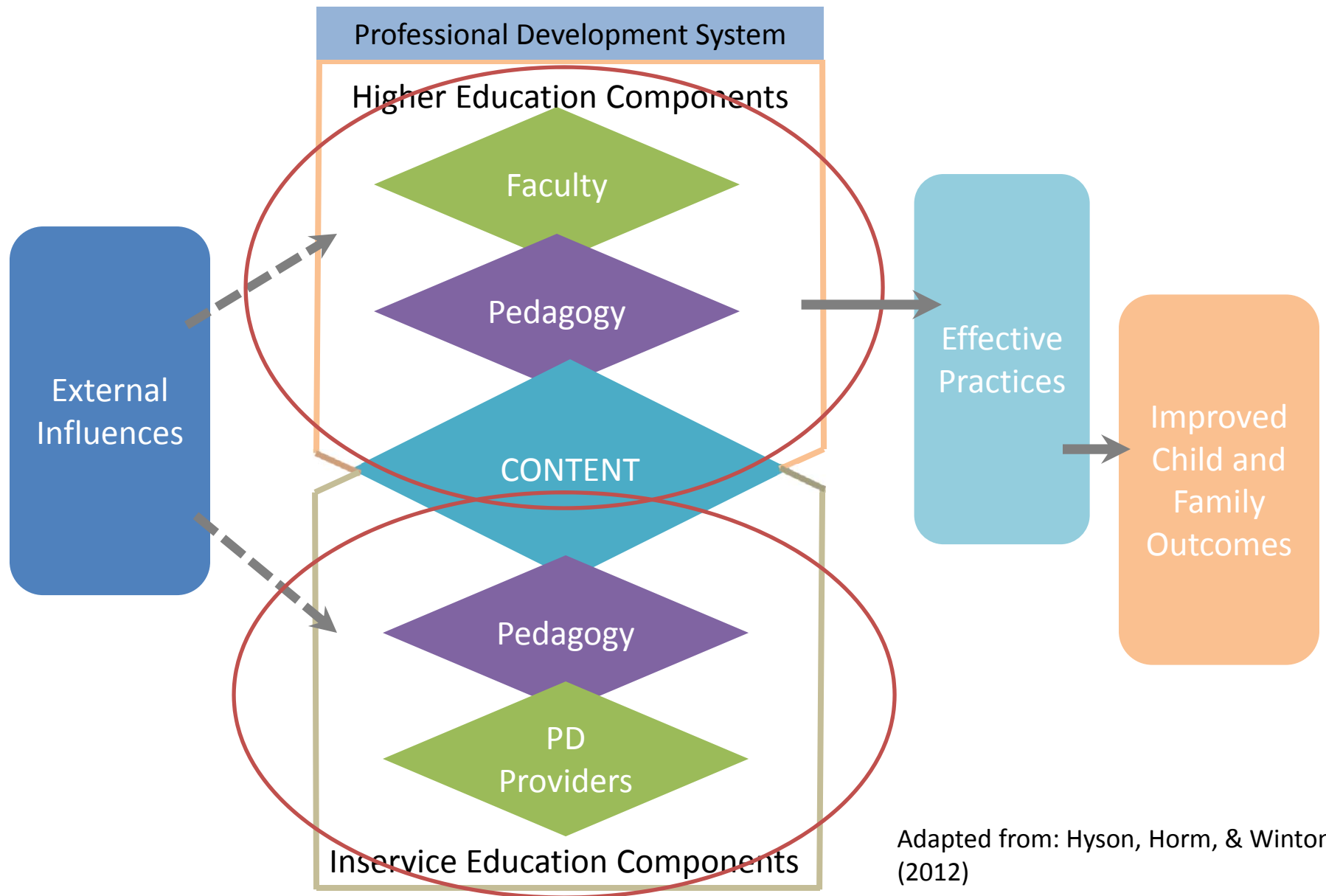
# The NPDCI Team

Dawn Ellis,  
Project Officer

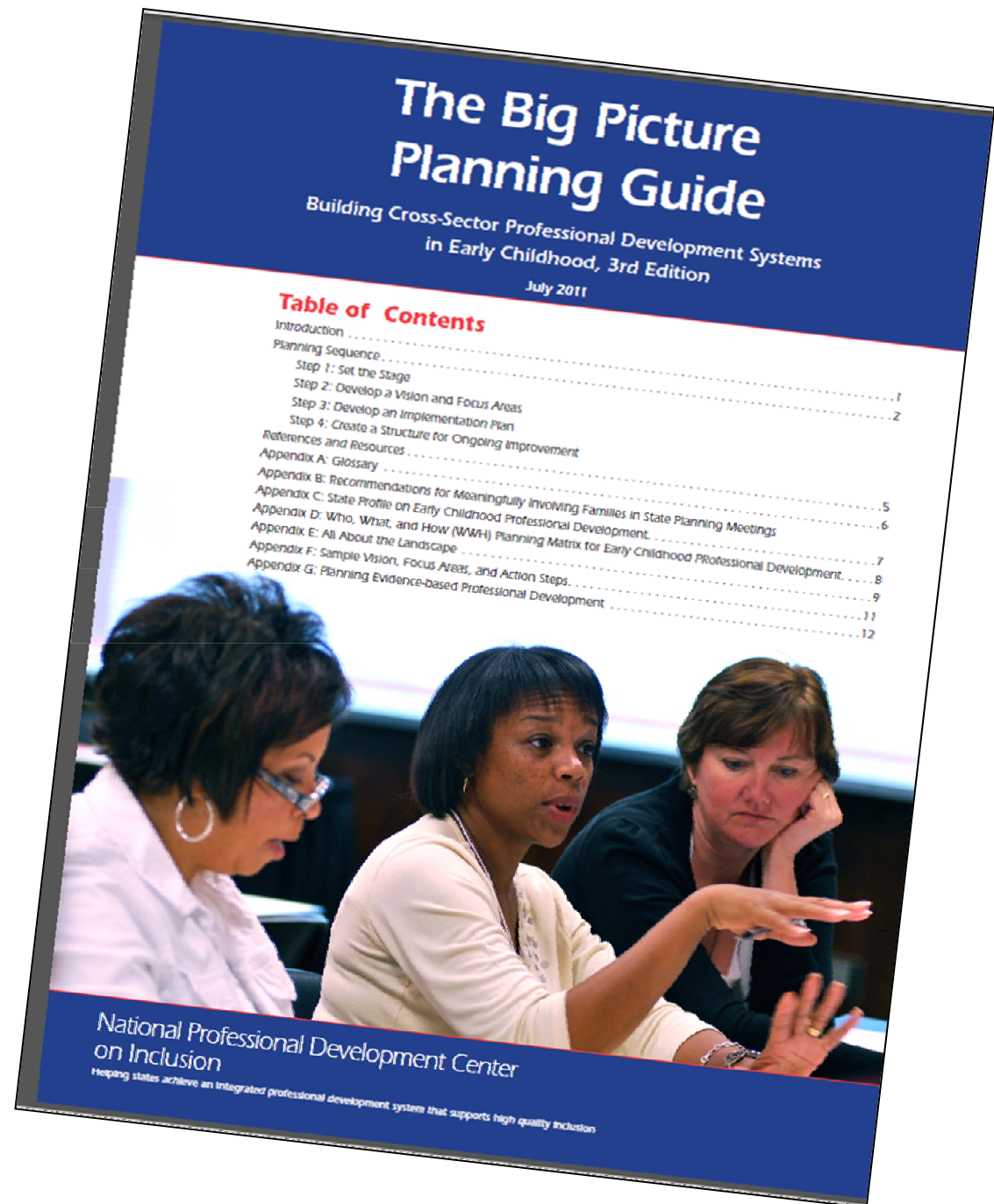


Pam Winton, Virginia Buysse, Tracey West, Heidi Hollingsworth, Shelley deFosset, Jonathan Green, and Camille Catlett

# From Higher Education to Positive Outcomes for Children



The *Big Picture Planning Guide* is designed to support state-level planning leading to an integrated professional development system across all early childhood sectors.





# What is the *Landscape*?

- **Survey** designed to gather information that will produce a descriptive landscape of professional development (PD) in early childhood in a state across multiple sectors
- Completed online using Qualtrics
- Takes about 5-10 minutes



National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

# Who are the intended respondents?

**PD providers** – those who provide learning opportunities and support for practitioners (the learners) who work directly with young children (birth to 8) and their families



**National Professional Development Center on Inclusion**

Helping states achieve an integrated professional development system that supports high quality inclusion

# How is the *Landscape* organized?

- **Five sections:**

**WHO** (characteristics of the learners)

**WHAT** (content of the PD)

**HOW** (how PD activities are delivered)

**KEY CONTEXTS AND SUPPORTS** for PD

**ABOUT YOU** (background information about respondents, the PD providers)



**National Professional Development Center on Inclusion**

Helping states achieve an integrated professional development system that supports high quality inclusion

# National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



## Results from The Virginia Landscape

### Background

The purpose of this survey conducted in fall 2009 was to gather information across multiple sectors to produce a descriptive landscape of early childhood professional development (PD) in Virginia. A total of 267 early childhood PD providers completed the survey (see method section for additional details). These PD providers answered questions about the characteristics of the learners (the *who*), the content of the PD (the *what*), and the methods used to promote the acquisition and application of knowledge and skills in practice (the *how*).

### Who

are the learners who participate in professional development activities?

- The vast majority of learners were reported to be practitioners (91%); other learners (e.g., administrators, family members, specialists) who participated in PD were reported by about one-half or fewer of the PD providers.<sup>a</sup>
- Of the practitioners, about one-third had a 2-year, 4-year, or graduate degree; almost half had an early childhood and/or early intervention license or credential (42%). Practitioners were divided almost equally between those who served infants and toddlers and/or those who served Pre-K children; the majority served children and families who were diverse with respect to a variety of factors (e.g., income, cultural and linguistic backgrounds, ability level). The majority of practitioners worked in center-based programs (e.g., child care, Head Start, preschool) as opposed to home-based or early intervention programs.

#### Practitioners' Level of Education

Graduate degree	10%
4-year degree	19%
2-year degree	9%
Some college	28%
High School	24%
Don't know	10%

#### Groups of Children and Families Practitioners Served<sup>a</sup>

Low income	89%
Diverse	87%
English Language Learners	71%
Identified disabilities/delays	63%
At risk for learning difficulties or challenging behaviors	63%
Don't know	4%

#### Age Groups Practitioners Served<sup>a</sup>

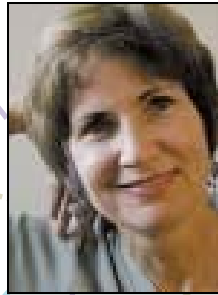
Infants/toddlers	81%
Pre-K	85%
K-3rd grade or higher	40%

#### Practitioners' Work Settings<sup>a</sup>

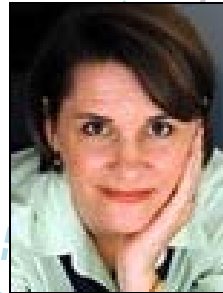
Child care centers and homes	80%
Head Start or Early Head Start	66%
Private preschools	56%
Public Pre-K programs	47%
K and/or primary grades	30%
Home visiting/family support	28%
Early intervention	25%
Public Pre-K for children with disabilities	24%
Other	4%



# The CONNECT Team



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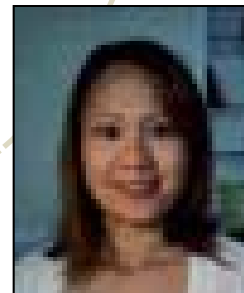
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Link between college degrees and high  
quality is not a given



# Context: Focus on Clinical Practice

**NCATE**

The Standard of Excellence  
in Teacher Preparation

TRANSFORMING  
TEACHER EDUCATION  
THROUGH  
CLINICAL PRACTICE:  
A NATIONAL STRATEGY  
TO PREPARE  
EFFECTIVE TEACHERS

Fall, 2010

EFFECTIVE TEACHERS?  
TO PRACTICE

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# Context: Practitioners are Expected to Use Evidence-Based Practice





# Context: PD Providers are Expected to Incorporate EBP into PD



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**Evidence-Based Practice is.....**

**identifying** **A decision-**  
**specific** **making process**  
**research-based** **that integrates** **the**  
**practices** **the best available research**  
**that have** **evidence with family &**  
**been validated through** **professional wisdom &**  
**rigorous review processes** **values**

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006;  
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

# 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



# Context: Increased Focus Through RTT-ELC on High Needs Children



12% of the children being served in Head Start and Migrant Head Start Programs have an IEP.

- Office of Head Start Program  
Information Report (2011)



# Teacher educators are not well-prepared in....

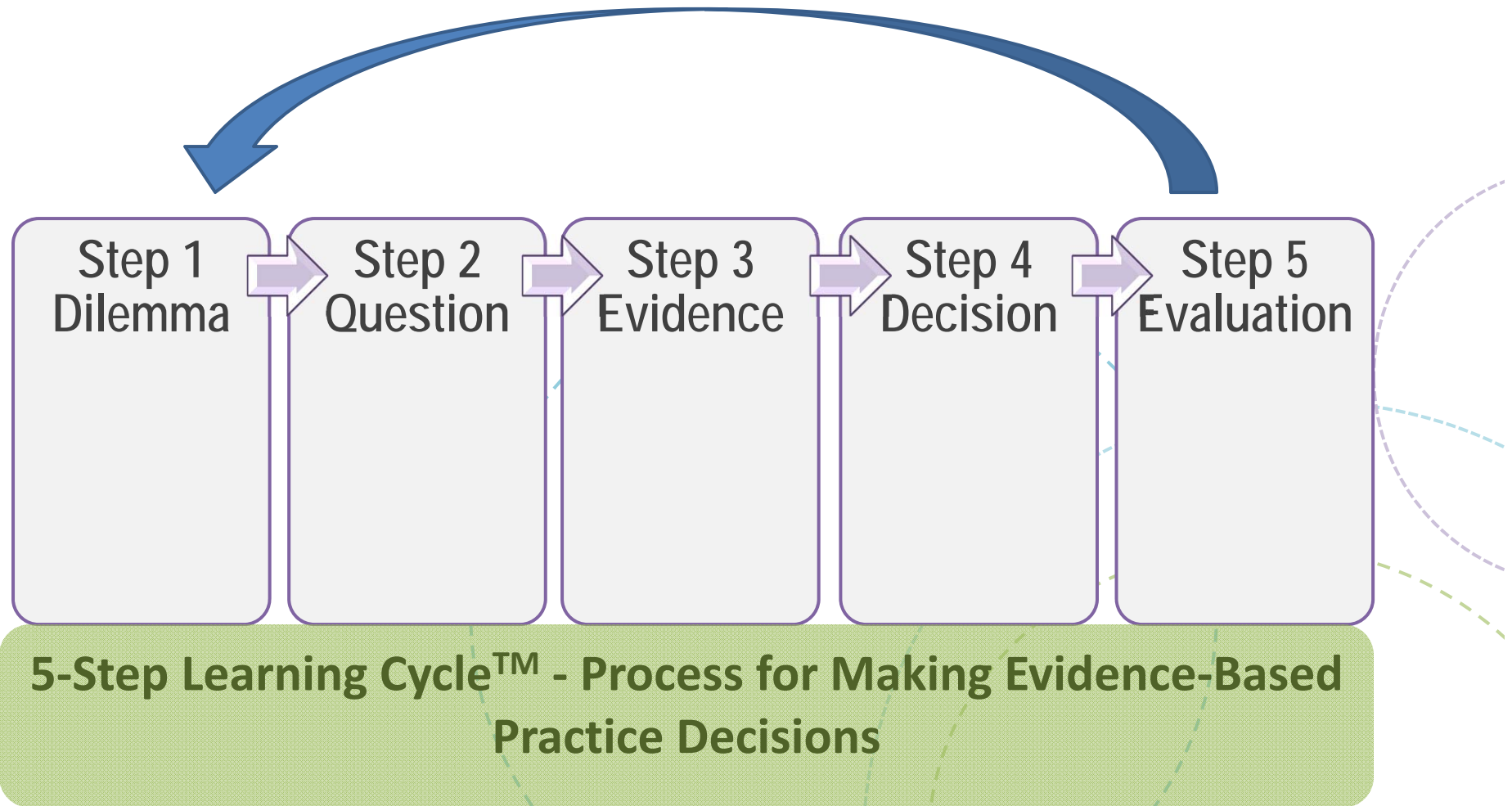


- Disabilities and challenging behavior (Chang et al., 2005; Early & Winton, 2001; Maxwell et al, 2006; Ray et al, 2006)
- Cultural & linguistic diversity (Maxwell et al, 2006; Ray et al, 2006)

# CONNECT Modules: Practice-focused approach



# Innovation: An Approach for Incorporating EBP into PD



# Our Target Audience

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



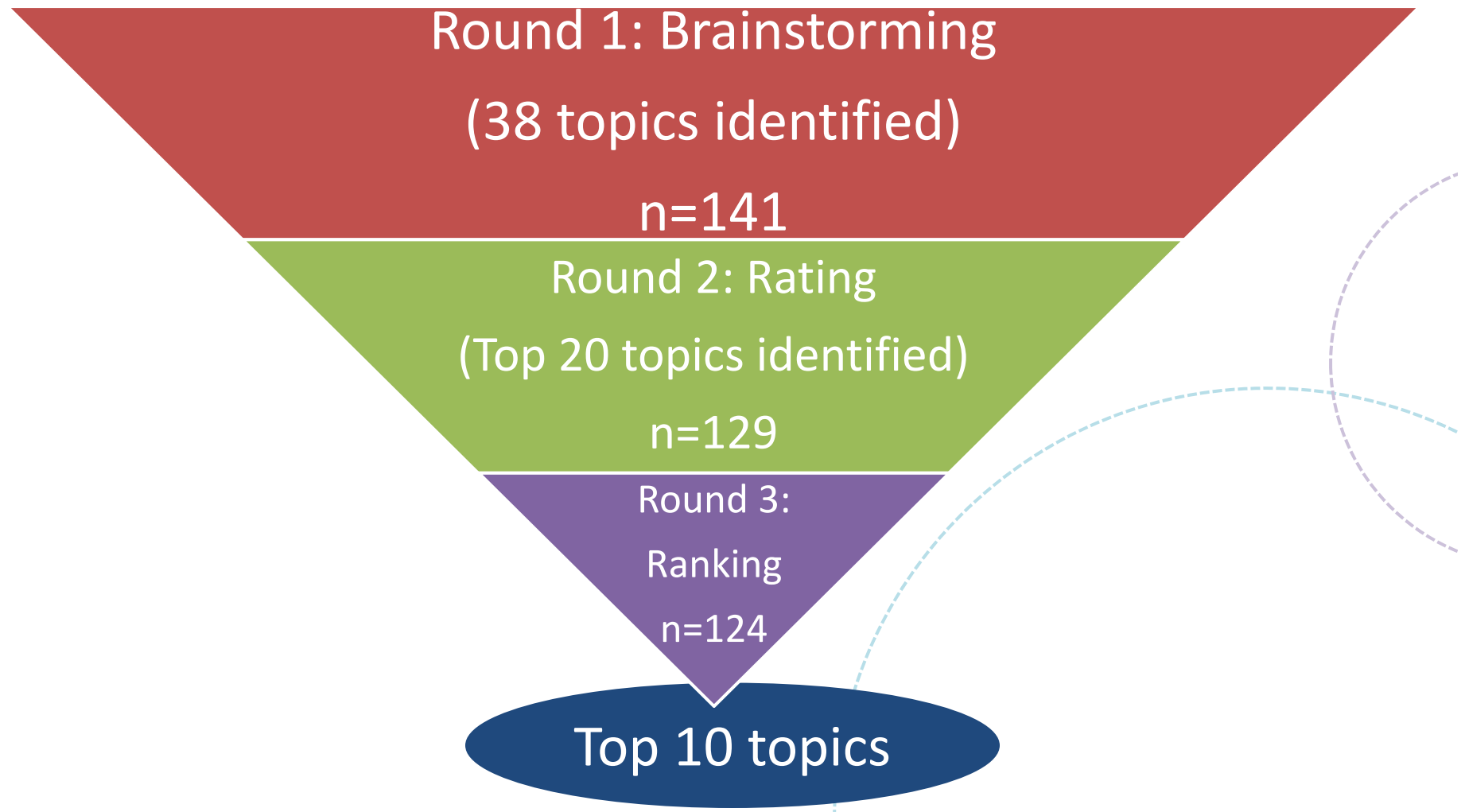


# Identifying Content Priorities: The Delphi Process

- 277 nominated expert panelists who were in the following roles:
  - Faculty
  - PD providers
  - OSEP project directors
  - Early childhood state policymakers
  - Families
  - Family faculty



# Needs Assessment: The Delphi Process



Response rate: Over 90% after the first round of survey



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# Module Development Guided by Needs Assessment

Topics (in rank order)	Module Coverage
Family-centered practices	Modules 2 and 4
Intervention strategies to support inclusion	Modules 1 and 5
Atypical /Typical child development	-
Assessment	Module 7
Evidence-based practices	Embedded throughout all modules
Socio-emotional development	Module 7
Family-professional collaboration	Modules 2 and 4
IEPs/IFSPs: Developing child and family goals	Module 1
Collaboration among professionals / teaming	Module 3
Inclusion	Modules 1, 2, 3, 4, 5, 7

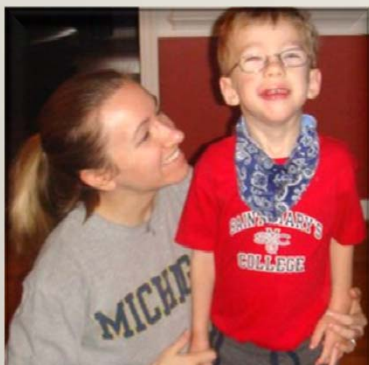
# What Faculty and PD Providers Want



- Short video clips that illustrate practice
- Activities
- Interactive resources
- 24/7 availability
- Flexibility & ease of use



# Available Modules



**Module 1: Embedded Interventions**



**Module 2: Transition**



**Module 3: Communication for Collaboration**



**Module 4: Family-Professional Partnerships**



**Module 5: Assistive Technology Interventions**



**Module 6: Dialogic Reading**



**Module 7: Tiered Instruction (Social emotional development & Academic learning)**

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# The 5-Step Learning Cycle: An Illustration



## Module 4: Family-Professional Partnerships



# Step 1: Dilemma



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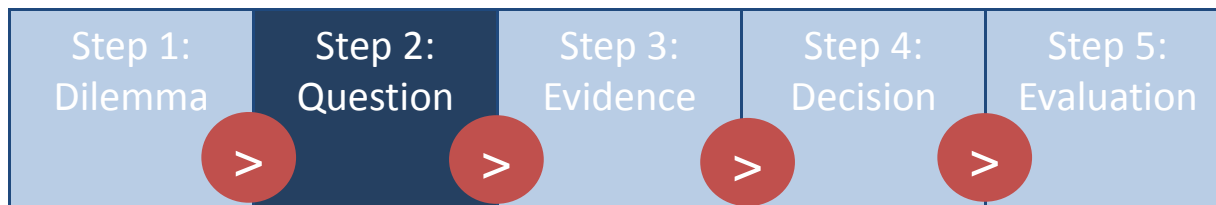
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# Step 2: Question



In working with families with young children in early care and education programs, are partnership-oriented practices effective in promoting trusting family-professional partnerships?





# Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

Definition/  
Demonstration of  
Practice

Teaching  
Component

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Research

Handout 4.4



## Research Summary on Family-Centered Helpgiving Practices

Researchers at the Orelena Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices.<sup>1</sup> Here is what the researchers learned from their review of the research.

### How were family-centered helpgiving practices defined and implemented?

Family-centered helpgiving was defined and implemented differently across studies. A single, agreed-upon definition of family-centered helpgiving does not exist in the research literature. However, some of the most widely mentioned dimensions of family-centered helpgiving in the studies included: treating families with dignity and respect; sharing relevant information so that families can make informed decisions; offering families choices regarding their involvement in and the provision of services; and forming partnerships with families and working collaboratively with them.

### Who implemented the family-centered helpgiving practices and in what types of settings?

The professionals who implemented the helpgiving practices included early childhood practitioners, educators, nurses, physicians, therapists, and service coordinators. The settings included early intervention programs, preschool special education programs, elementary schools, family support programs, hospitals, and clinics.

### What were the characteristics of the children and families who participated?

The studies included over 11,000 parents of young children from 7 months to 13 years of age. Two-thirds of the children were boys, and the vast majority had developmental disabilities. Almost 90% of the research participants were mothers and were white. Mothers from other racial and ethnic groups represented less than 15% of participants (7% African American, 2% Latino, 1% Asian, 1% Native American, and 3% other ethnicities). No information was given on the socioeconomic status of the families. (This is noteworthy because research has consistently documented that families from lower socioeconomic circumstances typically experience less satisfaction with services and higher levels of caregiving stress.)

### Was family-centered helpgiving beneficial for families and children?

Findings from the research synthesis showed that family-centered practices were related to positive parent, family, and child outcomes. These outcomes included effective parent, family, and child outcomes, adequate social support, competence, and positive

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



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# Family Professional Framework

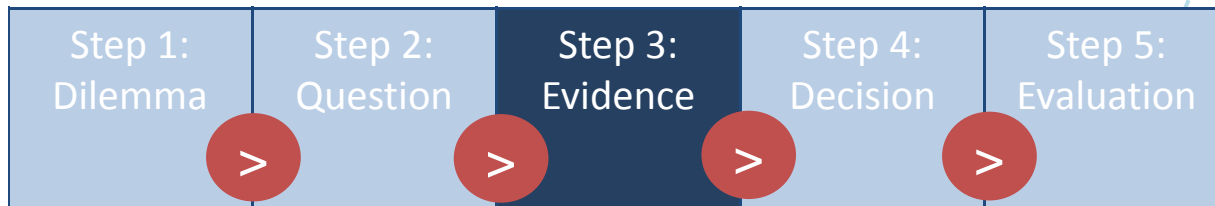


Dr. Ann Turnbull  
Distinguished Professor,  
University of Kansas  
Co-Founder and Co-Director  
of the Beach Center on  
Disability

# Examples and Applications of Partnership-Oriented Practices

Building trust can be thought of in terms of 3 phases:

- 1) Developing an initial friendly relationship  
⇒ **Being on beginning ground**
- 2) Making shared decisions  
⇒ **Being on middle ground**
- 3) Addressing challenging issues  
⇒ **Being on firm ground**





# Demonstration of Family-Professional Partnership



Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Policy

Handout 4.5



## Policy Advisory The Law Governing Family-Professional Partnerships

Both the Head Start Program Performance Standards and the Individuals with Disabilities Education Act (IDEA) have significant emphasis on families being equal partners with professionals in making educational decisions about their children. The Head Start Program Performance Standards have been designed to provide Head Start programs with expectations, guidance and support related to the quality of services they provide. IDEA is the federal law that governs the education of children with disabilities, including developmental delays. Part C of IDEA authorizes the federal government and state governments to act on behalf of infants and toddlers (birth to three) (20 U.S.C. Part C). Part B authorizes them to act on behalf of young children (three to six) with disabilities (20 U.S.C. Part B).

### Considerations for compliance with family-professional partnership policies

Family-professional partnerships are central components of the Head Start Program Performance Standards and IDEA. The policies make it clear that professionals must engage in joint decision-making with families in the delivery of services. To ensure the partnership is strong and effective, it is important to do the following:

- (1) Individualize interactions and approaches to address each family's unique needs, priorities, and concerns.
- (2) Actively engage families in planning and decision-making regarding priorities, services, and concerns.

### What policies on family-professional partnerships exist for those within the Early Head Start and Head Start?

The Head Start Program Performance Standards emphasize the need for programs receiving Head Start and Early Head Start funds to collaborate with families. These standards include requirements for collaborative addressing goals, services, health and developmental concerns, and children's educational

is most explicit in outlining the importance of

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



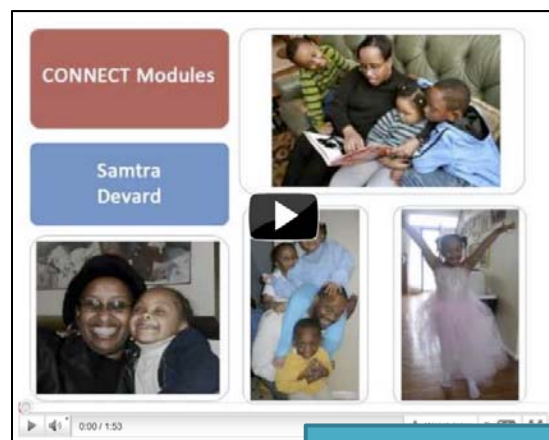
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# Experience-Based Knowledge Related to Family-Professional Partnership



Parents' Perspectives



Teacher's Perspective



Pediatrician's Perspective



Immigrant Family Advocate's Perspective

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# Step 4: Decision

Unique Perspectives & Contexts  
of the Dilemma

Integrate

Decision

## Evidence

- Research
- Policies
- Experience-based knowledge

- Plan for implementation
- Identify, review and select strategies

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Plan for Implementation

**Activity 4.13a**

**Create an implementation plan to develop a trusting partnership with Aaron**

Name  Date

To complete this activity form electronically, remember to first save your file.  
If you need further assistance, see the [Help & FAQs on edfs](#).

**Instructions**

Complete the implementation plan to show how China will use specific partnership-oriented practices to develop a trusting partnership with Aaron.

Goal: To develop a trusting partnership with Aaron

1. Practices for Developing an Initial Friendly Relationship (Beginning Ground)  
Identify three practices from [Handout 4.1](#) and [Activity 4.10a](#) that you believe are particularly appropriate to use with Aaron in developing an initial friendly relationship, and describe what China will do to implement these practices.

2. Practices for Making Shared Decisions

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



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# Step 5: Evaluation

Handout 4.8

## BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
How satisfied are you with the way that you...					
1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ needs you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 4.7

## FAMILY-PROFESSIONAL PARTNERSHIP

check mark ☒ to indicate your level of satisfaction with each of the items below. We want your information to improve our practices in developing a trusting partnership with you.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
are you that your child's teacher....					
in skills or information to get what your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
that meet the individual needs of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child's best interests when working with service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the good things your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to give.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

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Evaluation

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Instructor Supports

# Online Instructor Support: Activity Guides and Alternate Activities

Activity Guide 3.4a

## Identify examples of seeking and verifying information

**Objective(s)**  
Learners watch a video clip of a teacher and specialist interacting and identify examples of seeking and verifying information.

**Description**  
In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication strategies used in the clip.

**Required Materials/Resources**  
**Learner Materials**

- [Handout 3.1: Communication Strategies to Build Collaboration](#)
- [Handout 3.2: Communication Strategies Observation Checklist](#)
- [Handout 3.3: Communication Strategies Observation Checklist – Answer Key](#)
- [Video 3.4: Conversation with examples of seeking and verifying information](#)
- Format for learner responses (written activity form, guidance for discussion)

**Detailed Facilitator Instructions**

1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review [Handout 3.1](#), then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 2 of [Handout 3.2: Communication Practices Observation Checklist – Seeking and Verifying](#), following the directions on the Handout.
4. Ask learners to compare their responses to [Handout 3.3: Communication Strategies Observation Checklist – Answer Key](#).
5. If the learner's responses differ significantly (by more than 2 check marks), have them watch the video clip again to see what they missed.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
[Discovery](#)

**Level**  
Beginner

**Estimated Time Needed**  
5 minutes for instructor preparation  
25-30 minutes for learner activity

**Learner Form**  
[Activity 3.4a](#)

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<https://community.fpg.unc.edu/>

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# Online Instructor Support: CEC / DEC and NAEYC Standards & OSEP SPP / APR Indicators

## Instructor Guide: Standards for Module 1

### Personnel Preparation Standards

The content and resources of **Module 1: Embedded Interventions** align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

#### CEC / DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)



DEC = Division for Early Childhood

#### NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs



NAEYC = National Association for the Education of Young Children

#### Learning Objectives for Module 1: Embedded Interventions

After completing the module and accompanying activities, learners will be able to:

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.
2. Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

## Instructor Guide: OSEP Indicators for Module 2

### OSEP Indicators and Outcomes

The state administrators in charge of early intervention services (Part C of IDEA) and preschool disabilities services (Part B Section 619 of IDEA) have certain reporting requirements to the US Department of Education – Office of Special Education Programs (OSEP).

Part C Early Intervention and Part B-Section 619 coordinators must demonstrate yearly progress in Annual Performance Reviews (APR) of their State Performance Plans (SPP) towards performance indicators in nine areas related to early childhood outcomes. Part C has 14 indicators and Part B has 20 indicators on the SPP/APR. All states must have an improvement plan which typically includes professional development activities.

The content, activities and resources of **Module 2: Transition** can be used by professional development providers to help states make progress towards the following **OSEP Indicators**:

#### **Part C – Indicator 8: Part C to Part B Transition**

Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and services;
- B. Notification to LEA, if child potentially eligible for Part B; and
- C. Transition conference, if child potentially eligible for Part B (20 U.S. C. 1416(a)(3)(B) and 1442)

#### **Part B – Indicator 12: Part C to Part B Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

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# Head Start Child Development & Early Learning Framework

## Head Start Child Development and Early Learning Framework

The Head Start Child Development and Early Learning Framework outlines the essential areas of learning and development for young children. The Framework can help guide teachers and administrators in making curriculum decisions, and assist with implementation and assessment planning to structure learning experiences that align with school readiness goals. The Framework can also help track children's progress across the domains.

The content, activities and resources of **CONNECT Modules** can be used by professional development providers to help programs make progress on the following **Head Start Domains and specific Domain Elements**:

### Physical Development & Health

- Gross Motor Skills
- Fine Motor Skills

### Social & Emotional Development

- Social Relationships
- Self-Concept & Self-Efficacy
- Self-Regulation
- Emotional & Behavioral Health

### Approaches to Learning

- Initiative & Curiosity
- Persistence & Attentiveness
- Cooperation

### Language Development

- Receptive Language
  - Receptive English Language Skills
- Expressive Language
  - Expressive English Language Skills
- Engagement in English Literacy Activities

### Literacy Knowledge & Skills

- Book Appreciation
- Phonological Awareness
- Alphabet Knowledge
- Print Concepts & Conventions

### Logic & Reasoning

- Reasoning & Problem Solving
- Symbolic Representation

# Connecting Inclusion Policies, Research & Practice

Defining Feature of Inclusion	Evidence-Based Practice	CONNECT Modules
ACCESS	Assistive Technology	Module 5
PARTICIPATION	Embedded Interventions	Module 1
	Tiered Instruction	Module 7
SUPPORTS	Collaboration	Module 3
	Family-professional partnerships	Modules 2 and 4

# Online Instructor Support: Discussion board

<http://community.fpg.unc.edu/discussions/discussions/connect-modules>

## CONNECT Modules: Using CONNECT Modules to teach graduate students how they can use evidence based practices

### Embedding Module 1 into a College Course

Posted by [Johnna Darraugh](#) at Jun 21, 2010 | [Permalink](#)  
Filed under: [CONNECT Modules](#)

Learn how one faculty embedded Module 1 into both online and face-to-face classes as well as both early childhood and early childhood special education classes.

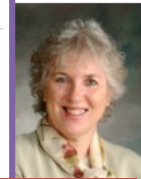
CONNECT Modules are designed using an evidence-based practice approach to professional development. Module 1: Embedded Interventions includes over 20 videos activities, and handouts. This month, instructors from both college and in-service training settings share how they incorporated Module 1 into their professional development activities. Your questions and comments are invited.

[Add Comment](#)

Background

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### CONNECT Modules: Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards



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### New CONNECT Module on Transition Supports National EC Priorities

Posted by [Early Childhood Community](#) at Aug 13, 2010 | [Permalink](#)

Transitions can be times for both opportunity and stress for all of us. Transitions are often moments where we need additional information to make good decisions as well as support from family, friends, and others as we take on new risks and challenges. Young children and families are no different - a toddler who has stayed at home with his family and is about to enroll in preschool or a preschooler who is preparing for kindergarten - all require sensitive planning to support the child and family.

A new CONNECT Module addresses these transitions for young children with disabilities and their families. Designed to be embedded into college courses as well as in-service training, this module outlines early childhood research and policy that should be considered in transition planning. Further, specific tools designed to enhance practice both in home visits and in classroom settings are provided. This module is particularly timely as new efforts to improve early care and education are increasingly focused on planning for transition and improving collaboration among early childhood programs.

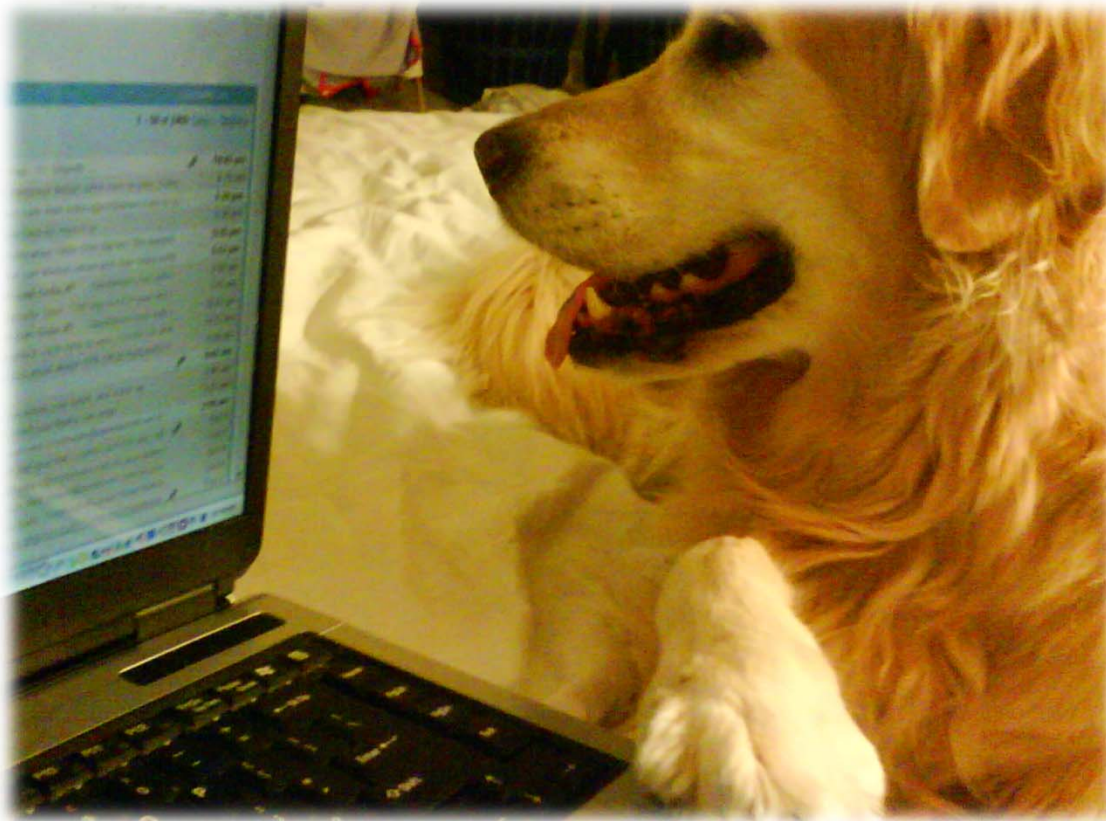


Dr. Rena Hallam, Associate Professor in the Department of Child & Family Studies at the University of Tennessee-Knoxville

and usefulness of the module for her and



Nancy Grausam, Pennsylvania College of Technology



Tech Help

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# Ways that Modules are used to Enhance Inservice PD

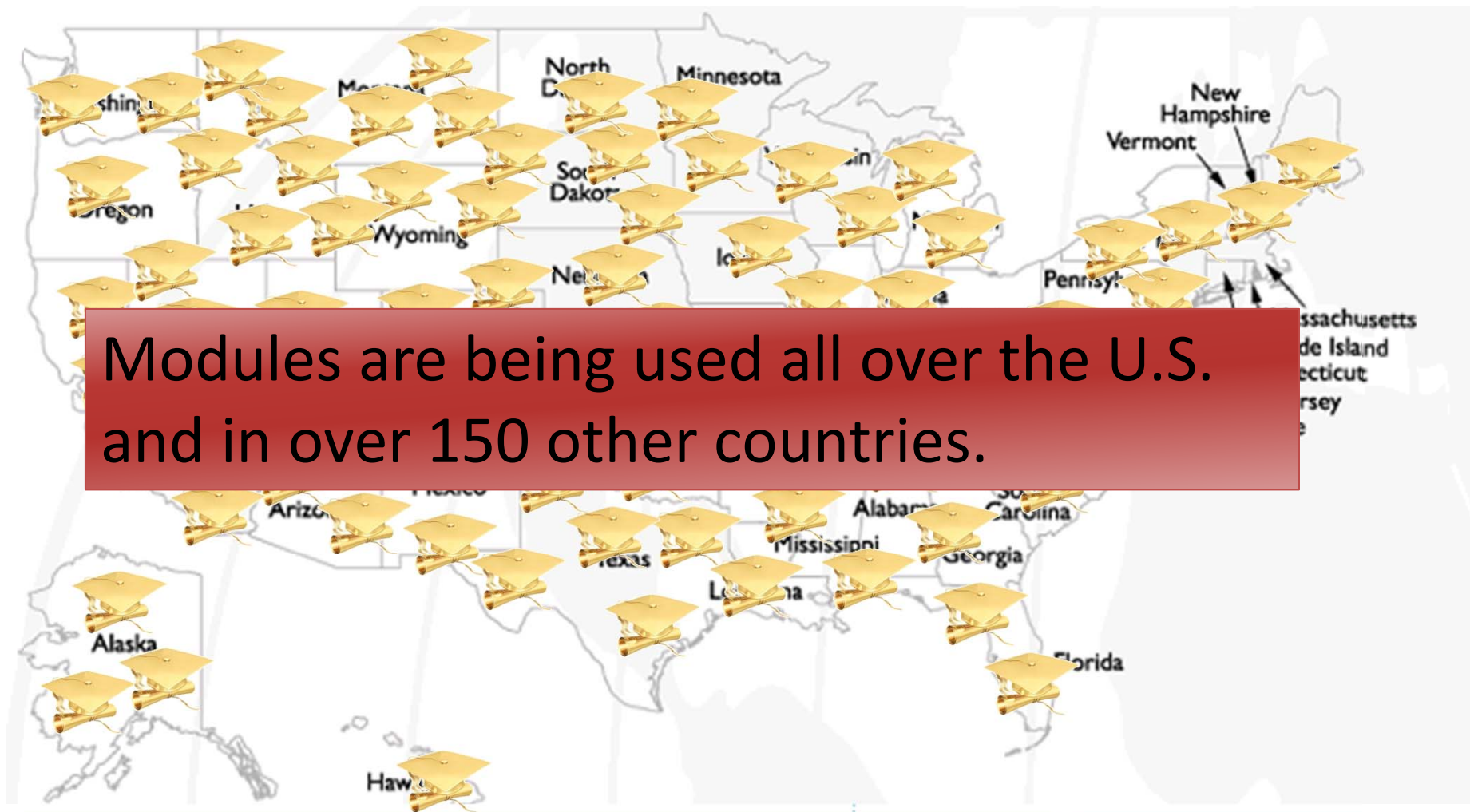
*“I’d like to mention that the CONNECT resources and modules are incredibly valuable for those of us who provide statewide in-service training and technical assistance to practicing EI professionals. The 5-Step Learning Cycle/problem solving framework supports group application of content. We plan to use this same framework in our Children with Complex Needs Initiative trainings and online coursework in 2012-13.”*

- Heidi Wettlaufer ( Pennsylvania Technical Assistance Network)

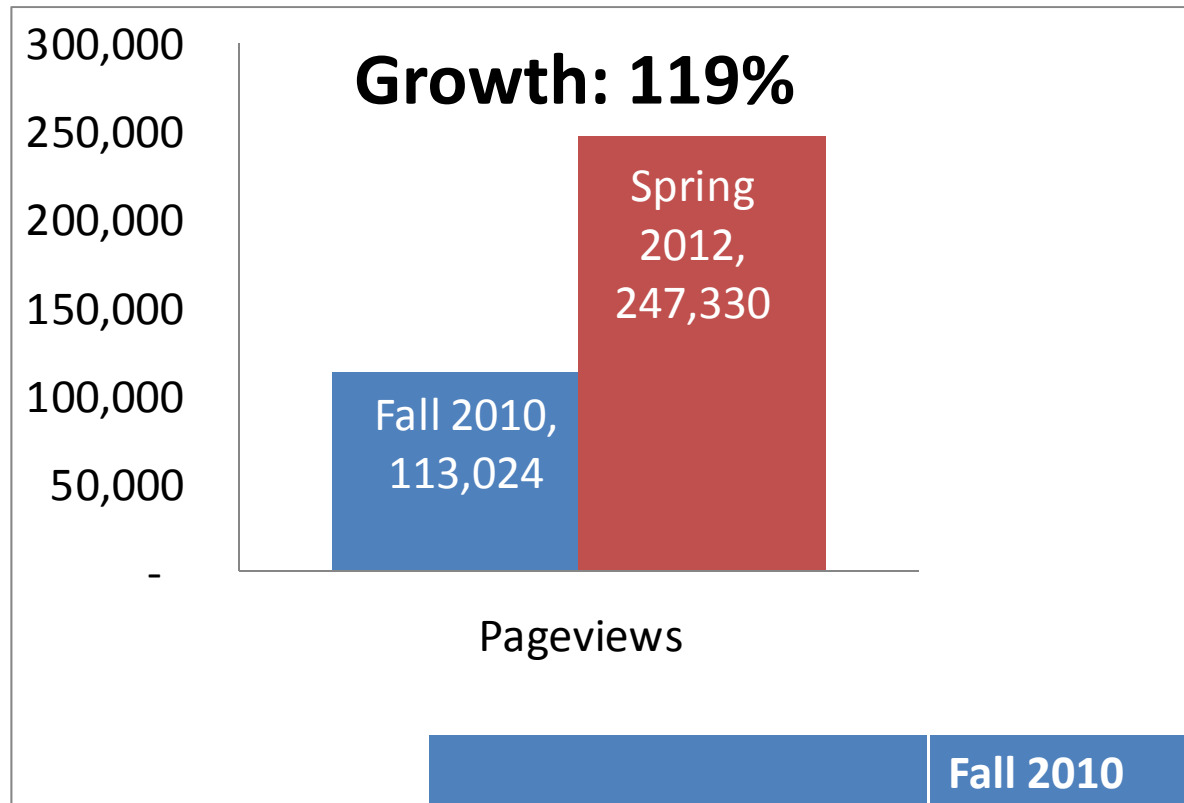
# Ways that Modules are used to Enhance PD

*“We have been discussing the possibility of standardizing the training around inclusion and serving children with special needs that is delivered through the CCR&R system, and we think the Connect modules that FPG has developed might be a good fit” – Jani Kozlowski (North Carolina Department of Health and Human Services)*

# CONNECT Modules' Reach



# Module Growth (Fall 2010 / Spring 2012)



Google Analytics

	Fall 2010	Spring 2012	Growth
Average time on site	9 min 3 s	13 min 48 s	52%



# Quality and Relevance of Modules

	Module 1	Module 2	Module 3	Module 4	Module 5
Quality	4.67	4.75	4.67	5.00	5.00
Relevance	4.60	4.75	4.67	4.60	4.50

\*Based on a scale of 1-5 where “5” is the highest possible rating

# Usefulness of Modules

Module resources were useful.

Resources / Assets	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5
<b>Activities</b>	4.48	4.75	5.00	4.80	5.00
<b>Activity Guides and Alternate Activities</b>	4.25	4.00	5.00	4.40	5.00
<b>Handouts</b>	4.48	4.50	4.67	4.80	5.00
<b>Video clips</b>	4.87	5.00	5.00	5.00	5.00

\*Based on a scale of 1-5 where “5” is the highest possible rating



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# Usefulness of the Overall Design of the Module (5-Step Learning Cycle)

Mod 1	Mod 2	Mod 3	Mod 4	Mod 5
4.39	4.50	5.00	4.50	4.60

\*Based on a scale of 1-5 where “5” is the highest possible rating



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# Join us for a Full Day Workshop

## DEC Pre-Conference Workshop

Minneapolis, MN

Date: October, 28, 2012

Time: 9:00 am – 4:00 pm



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