Ensuring Quality and Evidence-Based Approaches to Professional Development

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FPG Child Development Institute
Head Start Research Conference Symposium
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CONNECT
The Center to Mobilize Early Childhood Knowledge
The NPDCI Team

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

Dawn Ellis, Project Officer
From Higher Education to Positive Outcomes for Children

Adapted from: Hyson, Horm, & Winton (2012)
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

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**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
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)
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.

- 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.

<table>
<thead>
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<th>Practitioners’ Level of Education</th>
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<tr>
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<td>Some college</td>
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<td>High School</td>
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<table>
<thead>
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<th>Age Groups Practitioners Served*</th>
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<tr>
<td>Infants/toddlers</td>
<td>81%</td>
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<tr>
<td>Pre-K</td>
<td>85%</td>
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<td>K-3rd grade or higher</td>
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<table>
<thead>
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<th>Practitioners’ Work Settings*</th>
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<td>Head Start or Early Head Start</td>
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<td>Public Pre-K for children with disabilities</td>
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<tr>
<td>Other</td>
<td>4%</td>
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Groups of Children and Families Practitioners Served*

| 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%  |
The CONNECT Team

- Virginia Buysse
  University of North Carolina at Chapel Hill

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  University of Kentucky

- Pam Winton
  University of North Carolina at Chapel Hill

- Dawn Ellis,
  Project Officer

- IDEAs that Work
Link between college degrees and high quality is not a given
Context: Focus on Clinical Practice

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

Fall, 2010
Context: Practitioners are Expected to Use Evidence-Based Practice
Context: PD Providers are Expected to Incorporate EBP into PD
Evidence-Based Practice is......

A decision-making process that integrates the best available research evidence with family & professional wisdom & values. Evidence-Based Practice is identified as specific research-based practices that have been validated through a rigorous review process.

Buysse & Wesley, 2006; Buysse, 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.

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

Research-Based Practices
Innovation: An Approach for Incorporating EBP into PD

5-Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions
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

Round 1: Brainstorming
(38 topics identified)
n=141

Round 2: Rating
(Top 20 topics identified)
n=129

Round 3: Ranking
n=124

Top 10 topics

Response rate: Over 90% after the first round of survey
## Module Development Guided by Needs Assessment

### Topics (in rank order)

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<tr>
<th>Family-centered practices</th>
<th>Modules 2 and 4</th>
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<td>Intervention strategies to support inclusion</td>
<td>Modules 1 and 5</td>
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<td>Atypical /Typical child development</td>
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<td>Assessment</td>
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<td>Socio-emotional development</td>
<td>Module 7</td>
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<td>Family-professional collaboration</td>
<td>Modules 2 and 4</td>
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<td>IEPs/IFSPs: Developing child and family goals</td>
<td>Module 1</td>
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<tr>
<td>Collaboration among professionals / teaming</td>
<td>Module 3</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Modules 1, 2, 3, 4, 5, 7</td>
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### Module Coverage
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)
The 5-Step Learning Cycle: An Illustration

Module 4: Family-Professional Partnerships
Step 1: Dilemma

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)
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

Definition/
Demonstration of Practice

Teaching Component

Evidence
Research Summary on Family-Centered Helpgiving Practices

Researchers at the Oretina Hawks Puckett Institute analyzed 47 research studies on family-centered helpgiving practices. 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 adequate social support, reduced stress, and positive family relationships.

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Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
Family Professional Framework

Dr. Ann Turnbull
Distinguished Professor,
University of Kansas
Co-Founder and Co-Director
of the Beach Center on Disability
Building trust can be thought of in terms of 3 phases:

1) Developing an initial friendly relationship
   \(\Rightarrow\) Being on beginning ground

2) Making shared decisions
   \(\Rightarrow\) Being on middle ground

3) Addressing challenging issues
   \(\Rightarrow\) Being on firm ground
Demonstration of Family-Professional Partnership

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

I have a lot of things around, but I like decoration.
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 require collaboration of Early Head Start funds in addressing goals, services, health and developmental concerns, and children's educational needs.

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

UNC
CPG CHILD DEVELOPMENT INSTITUTE
Experience-Based Knowledge Related to Family-Professional Partnership

Parents’ Perspectives

Teacher’s Perspective

Pediatrician’s Perspective

Immigrant Family Advocate’s Perspective
Step 4: Decision

Unique Perspectives & Contexts of the Dilemma

Evidence
- Research
- Policies
- Experience-based knowledge

Integrate

Decision
- Plan for implementation
- Identify, review and select strategies

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Plan for Implementation

Create an implementation plan to develop a trusting partnership with Aaron

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 4.10 that you believe are particularly appropriate to use with Aaron in developing an initial friendly relationship, and describe what China will do to implement those practices.

2. Practices for Making Shared Decisions
   - Identify three practices from Handout 4.2 and Activity 4.11 that you believe are particularly appropriate to use with Aaron in making shared decisions, and describe what China will do to implement these practices.
Step 5: Evaluation

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.

How satisfied are you with the way that you...
1. Help      gain skills or information to get
what his/her child needs.
2. Have the skills to help      ’s child succeed.
3. Provide services that meet the individual needs of
      ’s child.
4. Speak up for      ’s child’s best interests when working with other service providers.
5. Let      know about the good things your
child does.

FAMILY-PROFESSIONAL PARTNERSHIP

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

Help your child succeed.

What the child’s best interests when
service providers.

Tell good things you child
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 specialist 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: Communication 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(s). As they watch the video this time, think about how the strategies and support each other. Ask learners to complete page 2 of Handout 3.2: Communication Strategies Observation Checklist – Symbols and Verbal Stippling and Verbal Key.
4. Ask learners to compare their responses to Handout 3.2: 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.

CONNECT – 2010
http://connect.fpg.unc.edu/
Online Instructor Support: CEC / DEC and NAEYC Standards & OSEP SPP / APR Indicators

Personnel Preparation Standards

Module 1: Embedded Interventions

The content and resources of Module 1: Embedded Interventions align with the 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

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))
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 program 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
## Defining Feature of Inclusion

<table>
<thead>
<tr>
<th>Evidence-Based Practice</th>
<th>CONNECT Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Module 5</td>
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<tr>
<td>Embedded Interventions</td>
<td>Module 1</td>
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<tr>
<td>Tiered Instruction</td>
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<td>Collaboration</td>
<td>Module 3</td>
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<tr>
<td>Family-professional partnerships</td>
<td>Modules 2 and 4</td>
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**ACCESS**

**PARTICIPATION**

**SUPPORTS**
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

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

New CONNECT Module on Transition Supports National EC Priorities

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.
Email: connect@unc.edu
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 Wettlauffer (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)
Modules are being used all over the U.S. and in over 150 other countries.
Module Growth (Fall 2010 / Spring 2012)

Growth: 119%

Pageviews

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<th>Spring 2012</th>
<th>Growth</th>
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Quality and Relevance of Modules

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

Module resources were useful.

<table>
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<tr>
<th>Resources / Assets</th>
<th>Mod 1</th>
<th>Mod 2</th>
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*Based on a scale of 1-5 where “5” is the highest possible rating*
### Usefulness of the Overall Design of the Module (5-Step Learning Cycle)

<table>
<thead>
<tr>
<th>Mod 1</th>
<th>Mod 2</th>
<th>Mod 3</th>
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*Based on a scale of 1-5 where “5” is the highest possible rating*
Join us for a Full Day Workshop

DEC Pre-Conference Workshop
Minneapolis, MN
Date: October, 28, 2012
Time: 9:00 am – 4:00 pm
More Ways to CONNECT

subscribe-npdcn-news@listserv.unc.edu

http://www.facebook.com/pages/CONNECT-Modules/465314135485

Got tech questions?: connect@unc.edu
Thank You