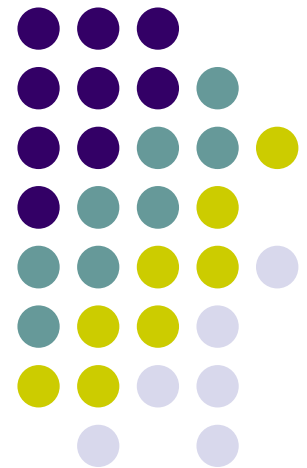
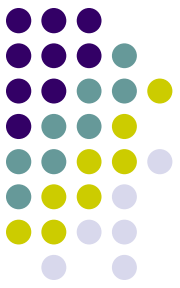


# More than Songs & Snacks

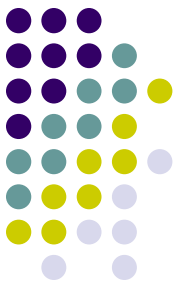
## Supporting Effective Ongoing Professional Development



# Professional Development: What we know

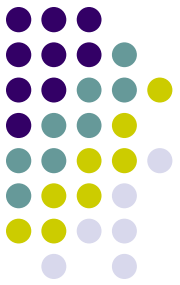


- **Early childhood personnel lack confidence in serving young children who are culturally, linguistically and/or ability diverse** (Buysse, Wesley, Keys, & Bailey, 1996; Chang, Early, & Winton, 2005)
- **Professional development (PD) providers do not get adequate preparation on how to plan and implement** (Maxwell, Lim, & Early, 2006)



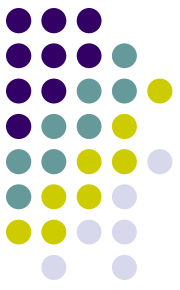
# PD: What we know (cont.)

- **Early childhood PD initiatives are multiple and disconnected** (Winton, McCollum, & Catlett, 1997)
- **No consensus on a definition of PD or PD approaches** (Maxwell, Feild, & Clifford, 2005; Winton, 2005)
- **Limited research on effective PD approaches** (Winton, 2005)



# What we know (cont.)

- **Five most influential experiences in building culturally responsive dispositions (Kidd, Sanchez, & Thorp, 2007)**
  - **Material resources**
  - **Interactions with diverse families**
  - **Diverse internship experiences**
  - **Discussion and dialogue**
  - **Critical reflection**

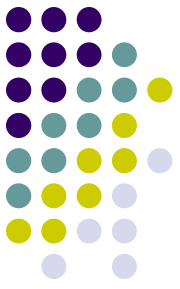


# What we know (cont.)

- **Guided design** (from synthesis of 35 studies related to effective preservice instructional practices by Trivette, 2005)
  - Associated with students' increased ability to retain information, use appropriate content to address realistic dilemmas of practice, and confidently find information to solve problems
  - Components: sequential process of mastering course content + team or small group discussion/processing component + provision of verbal or written feedback from a facilitator/teacher + use of realistic problems to be solved (e.g., case studies)

**For personnel to be comfortable, competent, confident professionals with the skills for supporting the potential of each young child, they'll need . . .**





**...ongoing support,  
encouragement,  
resources, and  
reason to actively  
engage in a  
meaningful and  
authentic sequence  
of ongoing  
professional  
development.**



# Ongoing Professional Development



- **What might it look like?**
- **What capabilities could it build?**
- **How would you know if it were effective?**

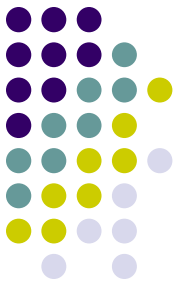


# Features to Shoot for



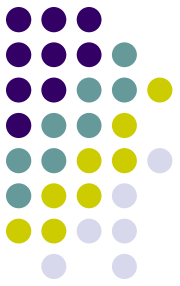
- **Relevant & realistic content**
- **Active, engaging sequential process**
- **Opportunities for discussion, processing & reflection**
- **Support from a facilitator**
- **Evaluation**

# Ask yourselves...

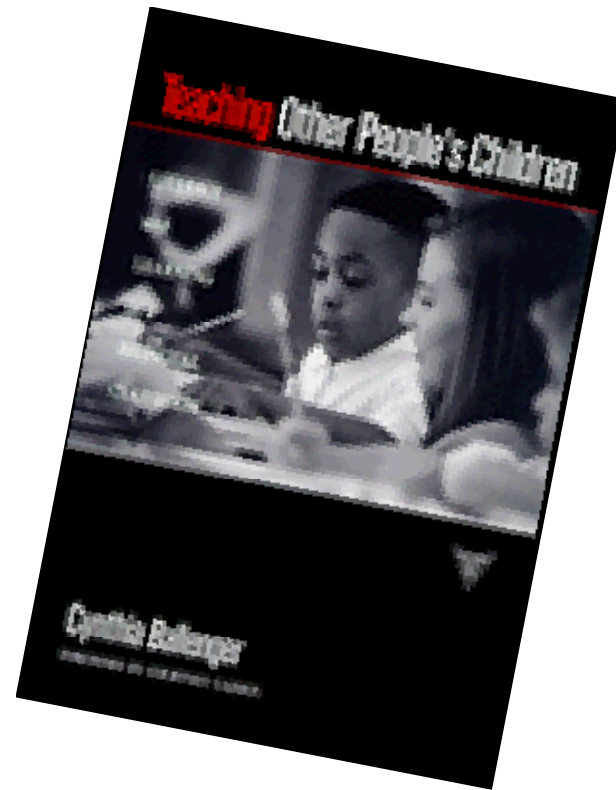


- **Who** could benefit from the PD?
- **What** will participants know or be able to do as a result? **How** does this fit into existing frameworks?
- **How** will this fit into our process for continuous improvement and accountability? **How** will we measure the learning?

# An interesting place to start

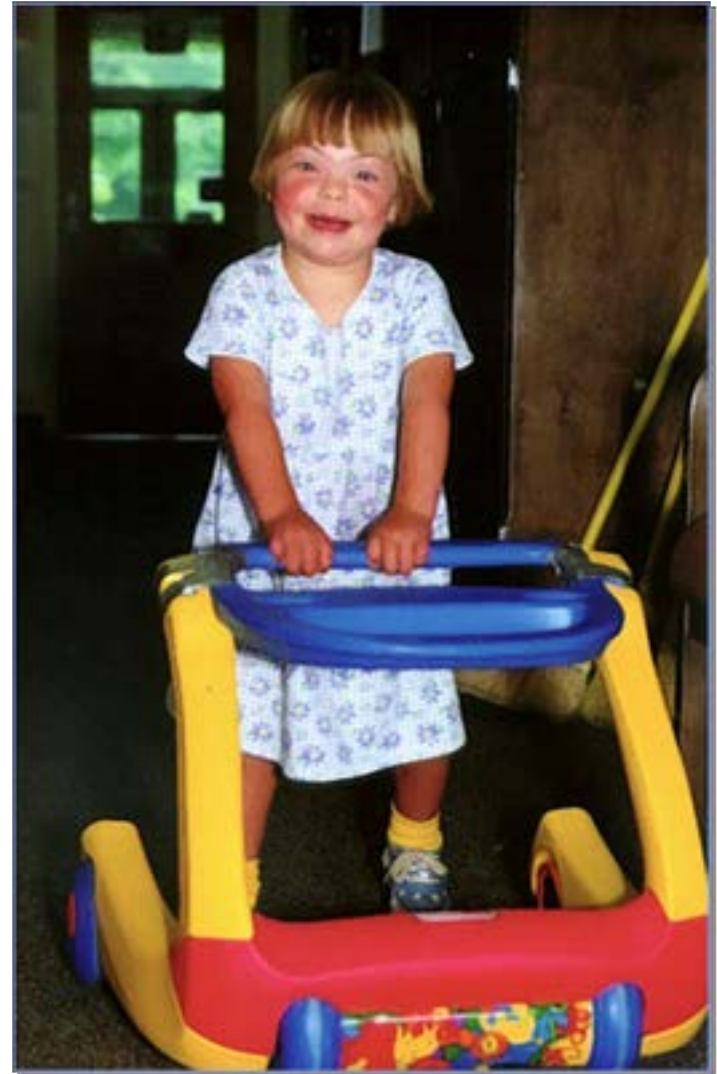


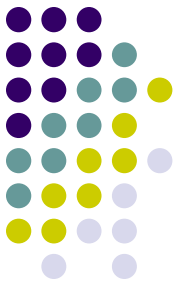
*Teaching other  
people's children:  
Literacy & learning  
in a bilingual classroom*  
by Cynthia Ballenger



# Build the capacity to observe & document

- *The World of Children*
- *A Creative Adventure*
- Observe each other's children
- Observe each other





# Support the consideration of new research and ideas

- NPDCI Research  
Synthesis Points + activity  
(handout)
- Natural Resources  
(handout)

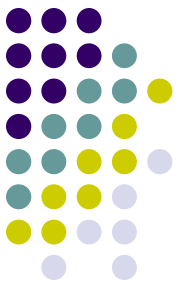


# Expand your concept of culture

- *Diversity: Contrasting perspectives*
- *That's a family*
- *The green kid*



# Resources to support dialogue and reflection about culture

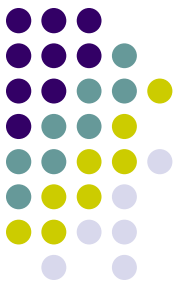


- **Crosswalks Toolbox**
- **Crosswalks Care Packages**
- **Crosswalks Talks**





# Deconstruct/reconstruct teamwork & collaboration



- *Sister Act*
- Dilemmas





# Reconsider capability

- Put yourself on a continuum
- *Building blocks for teaching preschoolers with special needs*
- *A three-way conversation*
- *I'm Tyler*

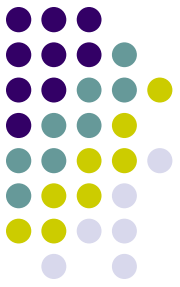


# Read a book or journal together

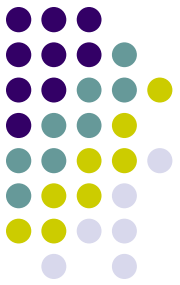
- *The spirit catches you and you fall down*
- *Journal of Early Intervention*
- *Young Exceptional Children*
- *Young Child*
- *Children's books*



# Join or form a Community of Practice



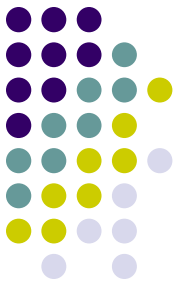
**A Community of Practice (CoP) can be described as an affinity group or virtual community based on roles or areas of interest that provides regular opportunities to interact around common interests and build relationships that are supportive and/or task-oriented. A CoP builds ongoing communication and collaboration among its members.**



# Characteristics of a CoP

- **Diverse expertise**
- **Shared purpose and goal(s)**
- **Activities (discussion, reflection, observation)**
- **Inquiry (formulating and testing hypotheses)**
- **Linking ideas with the broader early childhood community**
- **Actively monitored membership (adding new members, replacing lost members)**

# Check out these CoPs



- **Beach Center CoP on Early Childhood Family Support**

<http://beachcop.beachcenter.org/CommunityBrowser.aspx?id=393&lang=en-US>

- **Technical Assistance Partnership for Child and Family Mental Health**

<http://www.tapartnership.org/Earlylchildhood/>

# Conduct master classes and grow leadership

- Resources
- Instructional Strategies
- Models



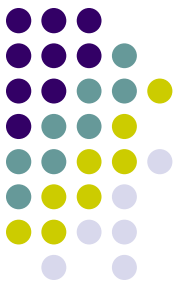
**Professional development  
that does not produce  
change is as useful as a  
parachute that opens  
after the first bounce.**

**PJ McWilliam**





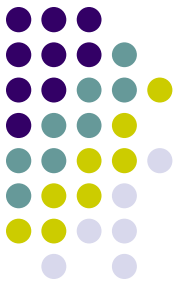
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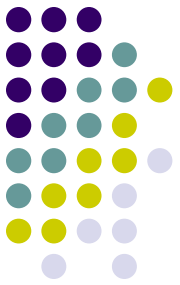
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# Ask yourselves...



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# For more information

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