Key Features of the Evidence Informed In-Service Professional Development Model  
(Dunst, 2015)

The following table provides an “At a Glance” of the key features described by Dunst (2015) and includes ideas and information to help professional development specialists implement each feature.

<table>
<thead>
<tr>
<th>Key Feature</th>
<th>Implementation Ideas &amp; Information</th>
</tr>
</thead>
</table>
| #1 “PD specialists’ explicit explanation and illustration of the specific content knowledge and practice to be learned” | – Introduce & describe key characteristics  
– Demonstrate or illustrate use of the practice and its effects  
– Explain how practice and effects are aligned with professional development (PD) standards |
| #2 “Active and authentic job embedded practitioner opportunities to learn to use a practice and to engage in evaluation of their experiences” | – Provide practice opportunities that facilitate active learner participation  
– Facilitate learner self-evaluation of the consequence of using the knowledge, skills, or practice |
| #3 “Explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of a practice” | – Facilitate opportunities for reflection on what worked and what needs improvement on authentic use of practice  
– Include learner self-assessment against a standard, reflective conversations, journaling, group discussion, etc. |
| #4 “Coaching, mentoring, or performance feedback by a PD specialist during in-service training” | – Support transfer of skills and expertise from more to less experienced/knowledgeable practitioners  
– Provide a means of reflection on actions in a safe environment |
| #5 “Ongoing follow-up supports by PD specialists, coaches, supervisors, peers, and so forth, to reinforce in-service learning sessions” | – Include follow-up observations and specific feedback about use of practice  
– Prepare for follow-up support in training  
– Provide support in response to use of practice in context |
| #6 “In-service PD of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of a practice” | – Learning opportunities are distributed across time  
– Include sufficient number of contacts with PD specialists and practitioners  
– Recommended in-service dosage: at least 20 hours distributed over 15-20 weeks or sessions |
| #7 “In-service PD that includes all or most of the six sets of key features...is more likely to be effective than PD including fewer features” | – Include as many features as possible to increase the likelihood of greater training effects  
– Include more hours of job-embedded authentic learning opportunities  
– Train smaller number of participants (20 or less) when trying to change practices |

For more complete information about this model, click the title in this citation to read the full article:  