**Metasynthesis of Inservice Research: Implication for Early Childhood Intervention From the ECPC**

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**Purpose**

The purpose of the metasynthesis described was to ascertain the extent to which studies of inservice professional development included key characteristics and core features of inservice training considered effective by professional development specialists were associated with changes and improvements in educator and student outcomes. This was accomplished by identifying research syntheses of inservice professional development and coding and systematically analyzing the types of inservice afforded teachers and educators to determine whether the inclusion of key characteristics and core features in fact were related to positive teacher and student outcomes.

**Search Methods**

Search terms: (in-service OR inservice) AND (professional development OR staff development OR continuing education OR training) AND (literature review OR narrative review OR systematic review OR meta-analysis OR summative review OR traditional review) AND (teacher OR educator OR practitioner) AND (early intervention OR early childhood OR preschool OR elementary OR secondary)

*Research syntheses were included if inservice professional development was the main focus of a literature review*

**Search Results**

- **Abstracts Generated:** 25,000
- **Preliminary List of Reviews:** 36
- **Reviews meeting inclusion criteria:** 18
- **Subsequent exclusion:** 3
- **Pee Reviewed Publications:** 8
- **Unpublished Syntheses:** 7
- **TOTAL RESEARCH SYNTHESES INCLUDED: 15**

**Framework for linking inservice professional development, changes in teacher and educator knowledge, skills, and practices, and improvements in student and child learning.**

**Inservice Teacher Professional Development**

**Improved Teacher Knowledge, Understanding, and Mastery**

**Changes in Teacher Instructional and Behavioral Practices**

**Improved Student and Child Learning**

**Characteristics of Effective Inservice Professional Development**

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**Characteristics of Inservice Professional Development Codes**

- **Focus of Training**
  - Learner Objectives and content area

- **Inservice Setting**
  - Job-embedded or nonjob-embedded inservice training

- **Inservice Characteristics**
  - Trainer introduction and illustration of a practice, authentic educator/practitioner learning opportunities and learner reflection, professional development specialist coaching, mentoring, or performance feedback during inservice training

- **Contextual Variables**
  - Extended learner supports and inservice dosage of sufficient amounts to reinforce initial learning

- **Study Outcomes**
  - Learner outcomes and student/child outcomes

**Implications for Practice**

The findings reported provide additional empirical support for the professional development framework for planning and conducting inservice training to promote and improve teacher acquisition of content knowledge and instructional practices and in turn enhance child and student learning and competence.

In planning and conducting inservice professional development, it is important to have the appropriate dose of inservice teacher training.

There is a need to explicitly include distributed teacher learning opportunities with enough time between opportunities to reflect on and internalize knowledge and skill acquisition and to receive ongoing supports to reinforce teacher mastery.

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