Designing Your Own Professional Development Path

Kansas Division of Early Childhood (KDEC)
February 28, 2014

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Our Mission is to facilitate the implementation of integrated early childhood comprehensive system of personnel development (CSPD) for all disciplines serving infants and young children with disabilities.
Funded To:

• Serve as a national resource on personnel standards, competencies, and recommended practices

• Assist states to align standards with national professional organization standards

• Assist states and IHEs to align preservice and inservice

• Assist states in the development of CSPD
National Resource to:

• State Education Agencies (SEA)
• Lead Part C Agencies
• Other Early Care and Education Agencies
• Institutes of Higher Education (IHE)
• Other Entities
ECPC Partners:

- ECTA Center
- DaSy Center
- ECO Center
- Iris Center
- AUCD
- CEC
- HECSE
- ITCA
- DEC
- Part B/619 Consortia
- NAECS-SDE
- NAEYC
- NASDSE
- NASDTEC
- CCSSO
- NHSA
- NRCP
Western Region – University of Oregon
Mid-Western Region - University of Kansas
South and Mid-Atlantic Region – Florida State University
Northeast Region – University of Connecticut
State Specific Requirements

Resources

Website: ecpcta.org
High Quality CSPD (State System) 

EC Leadership, Skills & Competencies 

Improved EI & ECSE Services 

Improved Child & Family Outcomes 

Why an EC CSPD is Important 

ECPC Activities 

Technical Assistance & Dissemination 

Knowledge Development 

Leadership and Coordination
Session Activities

How do you make decisions about your teaching practices?

Evidence-based, Research-based, Empirical Research, Promising Practices . . . What does it all mean?

Conceptual Model / Tools

Small Group Activity

Self-Assessment & Professional Learning

Action Plan

Resources
How do you make decisions about your teaching practices?
What Does EBP Mean?

“The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.”

Grover (Russ) Whitehurst, Former Asst. Secretary of Education, Head of the Institute of Education Sciences (IES) of the US Dept of Education.
### Ratings

#### SUVs UNDER $30,000

<table>
<thead>
<tr>
<th>Make &amp; Model</th>
<th>MSRP</th>
<th>Price as Tested</th>
<th>Overall Score</th>
<th>Handling</th>
<th>Powertrain</th>
<th>Interior Comfort</th>
<th>Exterior</th>
<th>Value</th>
<th>Fuel Economy</th>
<th>Rides &amp; Quietness</th>
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#### Notes

- Agility: fuel economy, rear-seat room, access, controls, crash-test results, reliability, optional third-row seat.
- Acceleration, agility, visibility, controls, reliability, crash-test results.
- Handling, powertrain, rear seat, interior, flexibility, controls, crash-test results.
- Fuel economy, compact dimensions, transmissions, handling, controls.
- Ride, access, controls, visibility, reliability, crash-test results, fuel economy.
- Ride, quietness, access, interior room, long warranty.
- Powertrain, acceleration, access, usable third-row seat.
- Powertrain, secure handling, roomy, interior, controls, quietness, long warranty.
- Powertrain, acceleration, quietness, interior room, off-road ability, low-capacity, reliability.
- Off-road ability, powertrain, controls, towing capacity, long warranty.
- Powertrain, cargo space, turning circle, crash-test results, reliability.
- Access, controls, rear-seat room.
- Powertrain, ride, quietness, interior appointments, crash-test results.
- Transmission, roomy rear seat, access, crash-test results.
- Transmission, unusual interior features, fuel economy.
- Cargo capacity, interior room, visibility.
- Cargo capacity, interior room, visibility.
- Cargo capacity, interior room, visibility.
- Cargo capacity, interior room, visibility.
- Transmission, unusual interior features.
- None.

#### Overall Ratings

- Thigh support for some drivers.
- Road noise, premium fuel, ESC too slow to engage, rear seat room.
- Road noise.
- Rear visibility, modest cargo area.
- Rear seat room, no ESC on most trims.
- Agility, fuel economy, suspension noise.
- Some switchgear location, fuel economy, turning circle, fit and finish, rear view.
- Agility, fuel economy, shopping distances.
- Agility, steering, ride, fuel economy.
- Agility, steering, ride, fuel economy.
- Fuel economy, uncomfortable front seats, shopping distances.
- Agility, front-seat comfort, fuel economy, fit and finish, location of switchgear.
- Agility, front-seat comfort, fuel economy, fit and finish, location of switchgear.
- Agility, engine and road noise, fit and finish, visibility, rear access.
- Extremely long braking distances, fit and finish.
- Extremely long braking distances, fit and finish.
- Acceleration, engine noise, driving position, visibility, front seat comfort, fit and finish.
- Ride, handling, braking, noise, fuel economy, fit and finish, visibility, access, reliability.
- Fuel economy, noise, agility, fit and finish.
Our Dilemma is Two Fold

• There are no simple solutions

• Inherently emotional component to our decision
So how do I know what practices to use?
From Early Childhood/ Early Childhood Special Education:

“A decision-making process that integrates the best available research evidence with family and professional wisdom”

(Buysse & Winton, 2006)
What is Research Evidence?

Scientifically based research from fields such as psychology, sociology, economics, education, and neuroscience, and especially from research in educational settings.

Objective measures of performance used to compare, evaluate, and monitor progress.
What is Professional and Family Wisdom?

The judgment that is acquired through experience.

Wisdom includes:

a. policies and position statements related to the practice;

b. accumulated knowledge and experience-based knowledge using perspectives of practitioners and families.
Decision-making can be regarded as a process – series of steps - resulting in the selection of a course of action among several alternative possibilities (Wikipedia.org).

**STEPS:**
1. Review of Best Available Empirical Research
2. Legal/Policy Foundations
3. Accumulated, contextual, and experience-based knowledge
Making an Evidence-Based Decision about your Professional Development

<table>
<thead>
<tr>
<th>Research Evidence</th>
<th>Policy Evidence</th>
<th>Accumulated, Contextual, and Experience Evidence</th>
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Horn, E. (2012)
Small Group Activity

$50.00
CROWD Strategy Checklist:

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<th>Strategy</th>
<th>✔️ if observed</th>
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<tr>
<td>Completion (i.e. fill in the blank)</td>
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<td>Recall (i.e. What was missing from Corduroy’s overalls?)</td>
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<tr>
<td>Open-Ended (i.e. How will he carry all of those apples?)</td>
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<tr>
<td>Wh Questions (i.e. what, where, who, why)</td>
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<tr>
<td>Distancing (i.e. Tell me about when you have made a snowman like the one in the book)</td>
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http://ies.ed.gov/ncee/wwc/

TOPICS:

• Social Skills Training
• Phonological Awareness Training
• ABA - Lovaas
• Milieu Teaching
• Play-Based Interventions
• Dialogic Reading
Evidence-Based Practices

These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention’s level of effectiveness and the age groups for which it is designed.

http://csefel.vanderbilt.edu/resources/what_works.html
www.earlyliteracylearning.org

CELL reviews

CELL reviews are practice-based research syntheses of early literacy learning studies.

http://depts.washington.edu/hscenter/
Professional Development

- Conferences
- In-services
- Webinar
- Community of Practice
- Journal articles & books
- University Course
- E-Learning
- Book Study
- Action Research
- Workshops
- Peer Coaching
- Ask Colleague / Mentor
Effective practice is linked to inquiry, reflection, and continuous professional growth.

Reflective practice involves considering one's own experiences thoughtfully in applying knowledge to practice while being coached by professionals in the discipline.

Reflective Practice requires:
(1) practical experience,
(2) a meaningful knowledge base, and
(3) interaction with others.

## Training Components & Attainment of Outcomes

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<th>Components</th>
<th>Knowledge</th>
<th>Strong Skill</th>
<th>Transfer &amp; Implementation</th>
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<tr>
<td>Study of Theory</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>+ Demonstrations</td>
<td>30%</td>
<td>20%</td>
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<tr>
<td>+ Practice</td>
<td>60%</td>
<td>60%</td>
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<tr>
<td>+ Peer Coaching</td>
<td>95%</td>
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Joyce & Showers, 2002
Self-Assessment Tool for EI & ECSE Practitioners

Practitioner:  
Program:  
Date:  

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<th>1. Learner Development &amp; Individual Learning Differences</th>
<th>Self-Rating of Competence</th>
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<tr>
<td>Support and facilitate family - child interactions (i.e. respond to child’s cues, turn-taking)</td>
<td>I  D  C  A</td>
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<tr>
<td>Develop and match learning experiences and strategies to characteristics of infants and young children (i.e. help to establish predictable routines)</td>
<td>I  D  C  A</td>
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<tr>
<td>Establish communication systems for young children that support self-advocacy</td>
<td>I  D  C  A</td>
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<th>2. Learning Environment</th>
<th>Professional Learning Action Plan</th>
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<td>Embed learning opportunities</td>
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<td>Select, develop, and organize materials, and equipment in the environment</td>
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<td>Modify the learning environment</td>
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My Professional Learning Goal(s):

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<th>Knowledge Development</th>
<th>Skill Development &amp; Implementation</th>
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<td>Inservice / Workshop</td>
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<td>Webinar</td>
<td>Journal Articles/Books</td>
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<td>Book Study</td>
<td>University Course</td>
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<td>E-Learning</td>
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<td>Community of Practice</td>
<td>Other</td>
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<th>Knowledge Development Plan</th>
<th>Skill Development &amp; Implementation Plan</th>
<th>Timeframe</th>
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<td>Step 2</td>
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</table>
References:
Horn, E., (April, 2012). Evidence-based Practice as a Verb: Supporting Teacher Candidates Understanding. Budig Lecture, University of Kansas, Lawrence, KS.
ECPC Mid-Western Region

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