

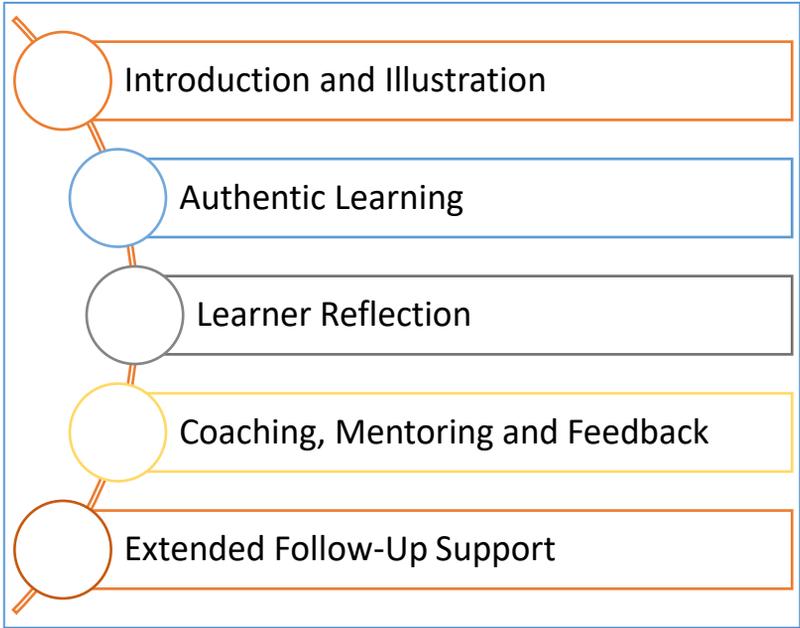
## Research on In-Service Personnel Preparation

A meta-synthesis of key features and core features for In-service professional development training was prepared for ECPC through a formal contract with the Orlena Hawks Puckett Institute, to inform in-service professional development practices. 15 research reviews of inservice professional development to improve or change teacher content knowledge and practice and student/child knowledge and behavior were described. The research reviews included 550 studies of more than 50,000 early intervention, preschool, elementary, secondary education teachers, educators, and practitioners. Inservice professional development experts' contentions about the key characteristics and core features of effective inservice training were used to code and analyze the research reviews.

### The Purpose

The purpose of this brief is to share findings from a meta-analysis on in-service professional development. A meta-analysis is a study of the available research in which research findings are combined, statistically analyzed and then summarized. The findings illuminate key characteristics and core features in-service adult learning that can be applied to training being offered to the EI/ECSE workforce. This metasynthesis used a replication model approach to determine how results from the 15 studies collectively supported the use of key characteristics of adult learning practices.

### Key Characteristics



## The Findings

Results showed that replication was demonstrated in all 15 research syntheses for the inservice professional development **key characteristics** (100%), in 13 research syntheses for **extended follow-up supports** (87%), and in 12 research syntheses for **inservice duration and intensity** (80%).

- Confirm empirical support for the use of the 4 key practices and 2 core features of inservice training.
- Underline the importance of providing multiple opportunities for training with adequate time between training sessions to allow ample opportunity to reflect on and internalize knowledge and skills acquisition.
- Highlight the need for ongoing follow-up professional coaching and supports to reinforce mastery over time.

## Why are these findings important?

These findings describe evidence-based practices that have the highest impact on adult learners. Embedding these key elements and core features into in-service personnel development trainings increases the likelihood that EI/ECSE providers will acquire the knowledge and skills they need to sustainably implement evidence-based practices across the duration of their work careers, optimizing outcomes for young children with disabilities/delays and their families.

In-Service Professional  
Development

Improved Knowledge,  
Understanding and  
Mastery

Changes in  
Instructional and  
Behavioral Practices

Improved Child  
Outcomes

## Reference:

Dunst, C.J., Bruder, M.E., Hamby, D.W. (2015), Metasynthesis of Inservice Professional Development Research: Features Associated with Positive Educator and Student Outcomes. *Educational Research and Reviews*, Vol. 10(12). pp. 1731-1744.