Connecting Practice-Based Preparation with State Systems of Professional Development: What Role Can Higher Ed Faculty Play?

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Personnel Development Program

• Help address state-identified needs for highly qualified personnel to work with children with disabilities

• Ensure that these personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically-based research and experience, to be successful in serving those children
Focus on Effectiveness

- Linking student outcomes to teacher performance
- Linking teacher performance to preparation programs
Transforming Personnel Preparation

• Focus on practices that improve children’s outcomes
• Extensive clinical preparation throughout the program
• Multiple forms of feedback on practice
• Collaboration between higher education and local programs

  • NCATE, 2010
State Systems of Professional Development

• Providing professional development on specific practices
• Putting implementation supports in place so providers use evidence-based practices with fidelity
• Working across early childhood professional development systems
RTT-ELC Proposed Criteria

• A Great Early Childhood Education Workforce
  – Developing Workforce Knowledge and Competencies and a progression of credentials
  – Supporting Early Childhood Educators in improving their knowledge, skills, and abilities
  – Partnering with postsecondary institutions and other professional development providers in developing effective Early Childhood Educators
Overview

• Evidence-based professional development
• Professional development to implement evidence-based practices in home and center settings
• Example of how one state is working to develop an effective PD system in collaboration with higher education
• Discussion
Practitioners are expected to use evidence-based practice but what does that mean?

Increased focus on clinical practice in teacher education (NCATE Report, 2010)
identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
Evidence-Based Practice is......

A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Faculty & PD providers are expected to incorporate EBP into PD. But what does that mean?
Two Aspects of Evidence-based Professional Development

• The PD **content** focuses on specific research-based teaching and intervening practices

• The PD **delivery** focuses on evidence-based methods for building practitioners’ knowledge and application of evidence-based practices and decision-making skills
CONNECT Modules: An Approach for Incorporating EBP into PD

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions
Increased Attention to Research on Effective PD

Effective professional development

Increase in teachers’ knowledge and use of evidence-based practice

Improved child and family outcomes
Complications in Implementing & Studying PD

The "How"

Effective delivery of professional development curricula done with fidelity

Increase in practitioners’ knowledge and frequent, accurate use of evidence-based practice

Improved child and family outcomes

The "Who" & the "What"

Factors (e.g., adm. support, learner characteristics) that affect application of PD learning

Factors (e.g., ratios, turnover) that affect children’s learning opportunities
Themes from Research on Effective PD (Dunst & Trivette, 2009; Wei, Darling-Hammond, et al., 2009)

• Focused on specific instructional strategies rather than general content,
• Sustained over time and of considerable duration,
• Infused with active learning opportunities, guided practice and corrective feedback,
• Characterized by collective participation
• Connected with program standards, curricula, and assessments.
Focus on the Quality of Professional Development within Systems Context

National Professional Development Center on Inclusion
Fiefdoms of Early Childhood
Emphasis on Cross-Sector Collaboration

- Early Learning and Development
- Health
- Thriving Children and Families
- Family Leadership and Support
The Big Picture Planning Guide

Building Cross-Sector Professional Development Systems in Early Childhood
2nd Edition

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Professional Development with Practitioners who Provide Home Visiting

• Center on Everyday Child Language Learning

• Center for Early Literacy Learning

• U.S. Office of Special Education Programs
What is the Primary Goal of Home Visiting?

- Building the capacity of parents of young children to support their children’s development
Who Is Delivering the Intervention?

- Parents of young children
- Parents are guided in their use of the practices by
  - Child Development Specialists
  - Speech Pathologists
  - Occupational/Physical Therapists
What are the outcomes of professional development for home visitors?

• To ensure that practitioners have the knowledge of and can use evidence-based practices that enhance the child’s development

• To ensure that practitioners have the knowledge of and can use evidence-based practices that will build the capacity of the parents to successfully use the practices with their children
How should professional development be delivered to practitioners who provide home visitors?

• Practitioners should be trained using adult learning practices that provide experiences that allow them to learn, demonstrate, and master the evidence-based practices in their content area.

• Practitioners should be provided experiences that allow them to learn, demonstrate, and master the evidence-based practices that build parents’ capacity.
Two Types of Evidence-Based Practices

- Evidence-Based Implementation Practices
  - Adult learning methods

- Evidence-Based Intervention Practices
  - Early childhood intervention practices
# Matrix of Implementation and Intervention Methods

<table>
<thead>
<tr>
<th>Language Intervention Model Component</th>
<th>Child Interests</th>
<th>Everyday Activities</th>
<th>Learning Opportunities</th>
<th>Responsive Teaching</th>
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<tbody>
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<td>Introduce</td>
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<td>Mastery</td>
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<td>What’s Next?</td>
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**Capacity-Building Adult Learning Process**

**What’s Next?**
Measuring Fidelity at All Levels

• Consistency of practitioner’s practices with the model

• Extent to which the practitioner uses the model practices with each parent

• Extent to which the parent can use the practices with their child
Pyramid Model: Promoting Social Emotional Development and Addressing Challenging Behavior

- **Tertiary Intervention**
- **Secondary Prevention**
- **Universal Promotion**

- **Effective Workforce**
- **Nurturing and Responsive Relationships**
- **High Quality Supportive Environments**
- **Targeted Social Emotional Supports**
- **Intensive Intervention**

- Assessment based intervention that results in individualized behavior support plans.
Pyramid Model

- Complex model of practices
- Requires active ongoing data-based decision-making
- Designed to support all children within inclusive environments
Professional Development

• Initial training using evidence-based approaches for adult skill acquisition and behavior change

• Implementation supports – practice guides, classroom materials, video models, practice reflection tool

• Data-driven coaching linked to implementation fidelity measure

• Performance feedback
## Coaching for Implementation

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<tr>
<th>ID Focus</th>
<th>Evidence-based practice</th>
<th>Practitioner needs and “buy-in”</th>
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<tbody>
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<td>Learning about the “practice or intervention”</td>
<td>Active and passive methods</td>
<td>Multiple exemplars</td>
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<td>Observe</td>
<td>Needs assessment</td>
<td>Set goals and develop action plan</td>
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<tr>
<td><strong>Coach</strong></td>
<td>Rapport and collaboration</td>
<td>Active methods</td>
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<td></td>
<td>Performance feedback</td>
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<tr>
<td>Observe</td>
<td>Needs assessment</td>
<td>Revise goals and action plan</td>
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<tr>
<td>Measure implementation</td>
<td>Fidelity of implementation measures</td>
<td></td>
</tr>
<tr>
<td>Measure outcomes</td>
<td>Practitioner/”setting” measures</td>
<td>Child measures</td>
</tr>
</tbody>
</table>
Program-Wide Adoption

Program-Wide Commitment
Data-Based Decision Making
Well-Defined Procedures

Tiers of Support:
- Effective Workforce
- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention

Supports and Interventions:
- Assessment based intervention that results in individualized behavior support plans
- Systematic approaches to teaching social skills can have a preventive and remedial effect
- High quality early childhood environments promote positive outcomes for all children
- Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Teacher Training and Technical Assistance: Coaching
Partnerships with Families

ALL Levels Require Administrative Support
Focusing on Fidelity

• Implementation of Pyramid Practices by All Teachers
• Implementation of the Infrastructure for Classroom Fidelity and Data-Based Decision-Making
  – Fidelity of program-wide implementation
Implications

• Outcomes for teachers, children, and families

• Teachers receptiveness and buy-in

• Complexity of the framework requires intensive implementation support

• Resources (time, personnel) for coaching
Issues related to PD and Pre-service

• Coaching as a consultation skill set
• Practitioner fluency with evidence-based practices and decision-making
• Expansion of roles, responsibilities, expectations within program-wide adoption
  – Leadership teams
  – Behavior specialists
  – Data systems
  – Coaching
Key Concepts & One State Example

Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion
Key Concepts

• Planning Effective PD systems
• Including preservice as well as inservice
• Evidence based practices (EBPs)
• PD approaches to ensure people can use EBPs with fidelity (coaching)
Key Concepts, cont.

• Measures of whether the EBPs are being used as intended (fidelity measures)

• Measures of outcomes

• Data based decision making

• Cross-agency involvement and buy-in

• Expansion of ECE/ECSE professional roles (leadership teams, coaching, etc)
One State Example: Colorado

- Cross-agency State Leadership Team developing a state PD system comprised of:
  - Training people who can train and coach others to use EBPs with fidelity
  - Building program and community infrastructures/procedures to sustain high fidelity implementation
  - Collecting data on fidelity, child outcomes, program and community procedures
  - Making decisions based on this data at the child, teacher, program, community and state level to evaluate fidelity and outcomes and make decisions about needed changes

- Cross-agency funding of a PD center to oversee, sustain and scale-up the above
One State Example: Colorado, cont.

• Quality assurance thru certification of trainers and coaches and programs
  – Fidelity measure
  – Coaching to fidelity
  – EB Coaching skills

• EB practices

• Higher ed participation and involvement throughout:
  – state leadership team
  – certification candidacy
  – preservice: embedding materials in courses, creating new courses, child care rules requiring these courses
  – inservice: giving credit and ceu’s for trainings
Questions/Discussion

• How do you approach practice-based preparation in your program?
• What is the role of higher ed in these key concepts?
  – Coaching skills
  – Measuring the use of EBPs as intended (fidelity)
  – Preparing people for new roles and expectations: coaching, receiving coaching, serving on leadership teams, sharing decision making, etc
• How can higher ed participate in the development of state PD systems?
• Other questions/discussions?
• What examples can you share?
Additional Sessions

• Monday from 4:00 to 5:30 in Washington 5
  – *Early Childhood Personnel Development Grant Area Discussion*

• Wednesday from 9:45 to 10:45 in Maryland A
  – *But Can They Do What You Taught Them? A Discussion About Measuring Implementation Fidelity and Its Relationship to the Adoption and Outcomes of Early Childhood Practices*