Moving Competencies and Standards Off the Shelf and Into Action
An Evidence-Based Approach to Cross-Sector Professional Development

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Zero to Three National Training Institute
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Increased Focus on Early Childhood Professional Development
Increased Emphasis on Cross-Sector Collaboration

Comprehensive services that promote children's physical, developmental, and mental health

Early Learning and Development

Nurturing relationships, safe environments, and enriching experiences that foster learning and development

Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children's well-being

Health

Thriving Children and Families

Family Leadership and Support

—Early Childhood Systems Working Group 2011
Federal initiatives, such as Race to The Top—Early Learning Challenge Program, that promote cross-sector early childhood systems-building
Integrating Fiefdoms of Early Childhood is Critical
Increased Focus on Quality of PD

Having a college degree is not enough, and workshops alone are ineffective.
Building Cross-Sector PD Systems to Support Inclusion

National Professional Development Center on Inclusion

Funded by:
“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice...”
The key components of professional development include:

a) characteristics and contexts of the learners (i.e., the “who”);

b) content (i.e., the “what” of professional development); and

c) organization and facilitation of learning experiences (i.e., the “how”).
Need for PD Framework and Definition
Focus on the “What:”
Challenge of Multiple Sets of
Early Childhood Competencies & Standards
The Prenatal through Three Workforce Development Project is identifying best practices and core competencies for the P-3 workforce in Los Angeles County. This is an interdisciplinary project partnering with the work sectors of early care and education, early intervention, mental health, physical health, and social services/child welfare.
Core Competencies Domains

- Early Childhood Development
- Family-Centered Practice
- Relationship-based Practice
- Health and Developmental Risk and Protective Factors
- Cultural and Linguistic Responsiveness
- Leadership and Advocacy
- Professional and Ethical Practices
- Service Planning, Coordination, and Collaboration
National Perspectives (Continued)
Competencies are not enough:
Increased focus on clinical practice in all sectors

Practitioners are expected to use evidence-based practice, but what does that mean?
Faculty & PD providers are expected to incorporate EBP into PD. But what does that mean?
Evidence-Based Practice is......

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

Definition drawn from evidence-based medicine (Sackett et al) by Buysse & Wesley, 2006
Two Components 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 using 5-Step Learning Cycle.
An EBP Approach to PD: CONNECT Project Online Modules
CONNECT:
An Approach for Incorporating EBP into PD

5-step Learning Cycle

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation

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CONNECT Modules: Practice-focused Approach

Research-Based Practices
Step 1: Dilemma

Family’s Perspective from Module 4: Family-Professional Partnerships
### Step 2: Question

Example of PICO from Module 3: Communication for Collaboration

<table>
<thead>
<tr>
<th>PICO</th>
<th>P</th>
<th>I</th>
<th>C</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Early childhood professionals</td>
<td>Communication practices</td>
<td>N/A</td>
<td>Promoting collaboration with other professionals and families</td>
</tr>
</tbody>
</table>

**Step 1:** Dilemma

**Step 2:** Question

**Step 3:** Evidence

**Step 4:** Decision

**Step 5:** Evaluation
Step 3: Evidence

Demonstration Video from Module 3: Communication for Collaboration
Target Audience

• 2-year and 4-year college faculty
• Other professional development providers
CONNECT Modules

**Now Available** (English and Spanish versions)
- Module 1: Embedded Interventions
- Module 2: Transition
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
- Module 5: Assistive Technology
- Module 6: Dialogic Reading

**Coming Soon**
- Tiered Approaches: Social emotional development
- Tiered Approaches: Academic Practices
- Portuguese translation of Module 1
## Connecting Core Competencies to Research-Based Practices/CONNECT Modules

<table>
<thead>
<tr>
<th>Prenatal-Three Core Competencies (BSLA Project)</th>
<th>Research-based Practices/CONNECT Modules</th>
</tr>
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<tbody>
<tr>
<td>Domain #2: Family-Centered Practice</td>
<td>Family-Professional Collaboration (Module 4)</td>
</tr>
<tr>
<td>Domain #3: Relationship-based Practiced</td>
<td>Communication for Collaboration (Module 3)</td>
</tr>
</tbody>
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**UNC FPG Child Development Institute**
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The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere.

All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. The Khan Academy's materials and resources are available to you completely free of charge.

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Small Group Activity

In your groups, use the 5-step decision-making cycle to reach consensus
Los Angeles County
P-3 WFD Project Objectives

Identification of cross-sector core competencies and best practices

- Early Care and Education
- Early Intervention
- Child Welfare
- Mental Health
- Physical Health

EVIDENCE-BASED PRACTICE

CROSS SECTOR
SUSTAINABLE PD MODEL

CORE COMPETENCIES

LEARNING AND TRAINING APPROACHES
Cross-Sector Professional Development Model
Cross-Sector Professional Development

Key Practices of the Core Competencies:

- Interdisciplinary Communication and Collaboration
- Relationship-based Practice
The Professional Development Model is delivered via the 5-step Learning Cycle

Step 1: Dilemma

- Developed brief case studies per Module
  
  - Example: A 17-year-old mother just gave birth to her second child, a 6 week old. The teen mother also has an 18-month-old child. Mother reports that she struggles with the behavior of her 18-month-old and reports that she tries to use “time-out” whenever he tantrums. She’s also noticed that her 18-month-old sucks his thumb, rarely speaks (only about 5 words) and does not always follow her directions.
Step 2: Turn the Dilemma Into Answerable Questions

Step 3: Discuss the Evidence
- Research
- Examples and Tools
- Policies
- Experience-based Wisdom and Values

Step 4: Come to a Decision
- Consider Context and Values
- Identify Needs and Resources

Step 5: Evaluate
- Gathering and Using Information
Accomplishments and Next Steps

- Identified core competencies and recommended training and learning approaches✓
- Developed and field-testing cross-sector professional development model✓

- Conduct second field-test
- Make recommendations on sustainability
Resources


- NPDCI website: http://community.fpg.unc.edu/npdc


- National Center on Child Care Professional Development Systems and Workforce Initiatives

- ZERO TO THREE website: http://www.zerotothree.org/

- First 5 LA website: http://first5la.org/
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