



Designing Your Own Professional Development Path

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

**Eva Horn, Ph.D.
David Lindeman, Ph.D.
NaYoung, Kong, Ph.D.
Stephanie Parks, Ph.D.**



ECPC Mission:

Our Mission is to facilitate the implementation of integrated early 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:

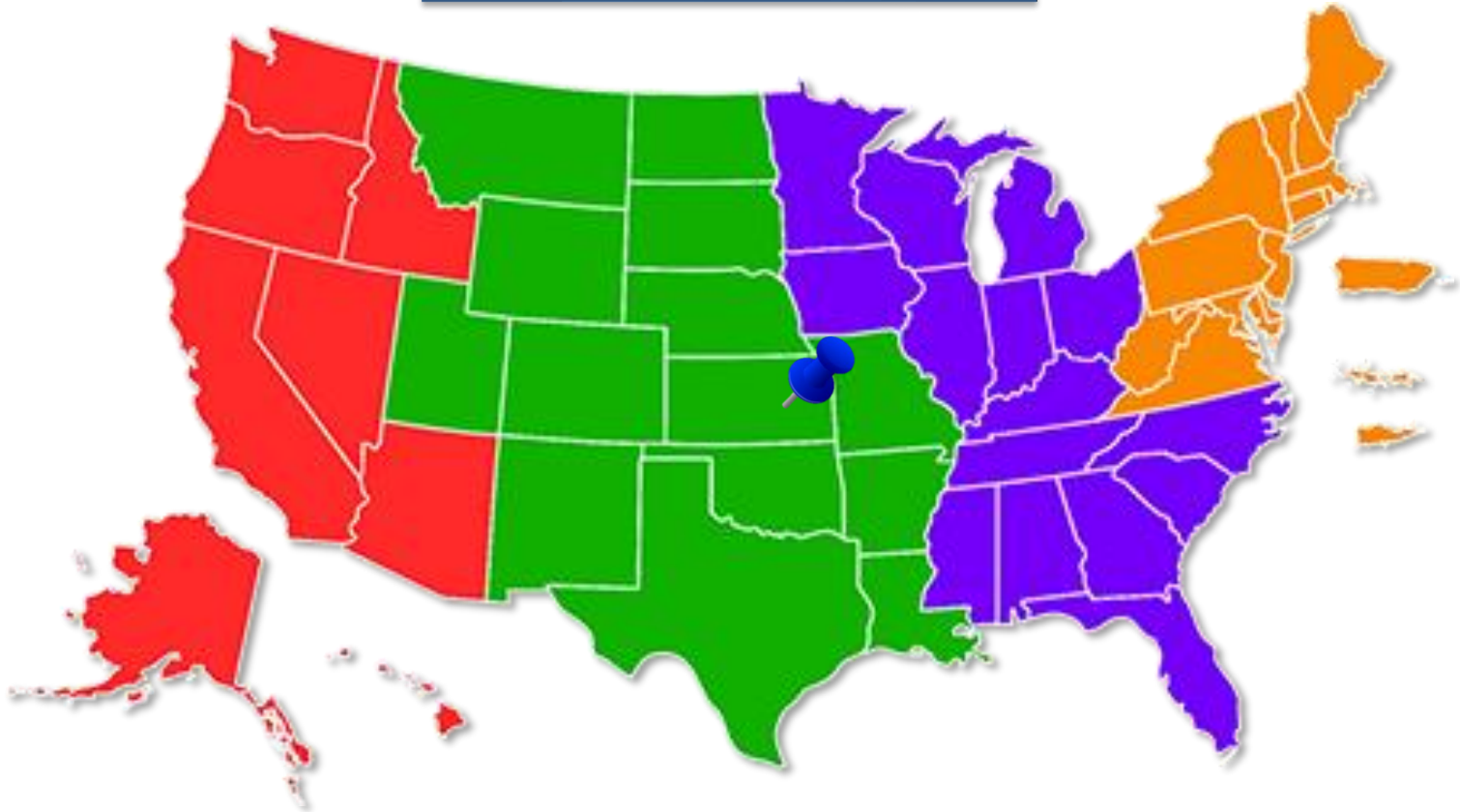
- State Education Agencies (SEA)
- Lead Part C Agencies
- Other Early Care and Education Agencies
- Institutes of Higher Education (IHE)
- Other Entities



ECPC Partners:

- ECTA Center
- DaSy Center
- ECO Center
- Iris Center
- AUCD
- CEC
- HECSE
- ITCA
- DEC
- Part B/619 Consortia
- NAECS-SDE
- NAEYC
- NASDSE
- NASDTEC
- CCSO
- NHSA
- NRCPP

ECPC Regions



Western Region – University of Oregon

Mid-Western Region - University of Kansas

South and Mid-Atlantic Region – Florida State University

Northeast Region – University of Connecticut

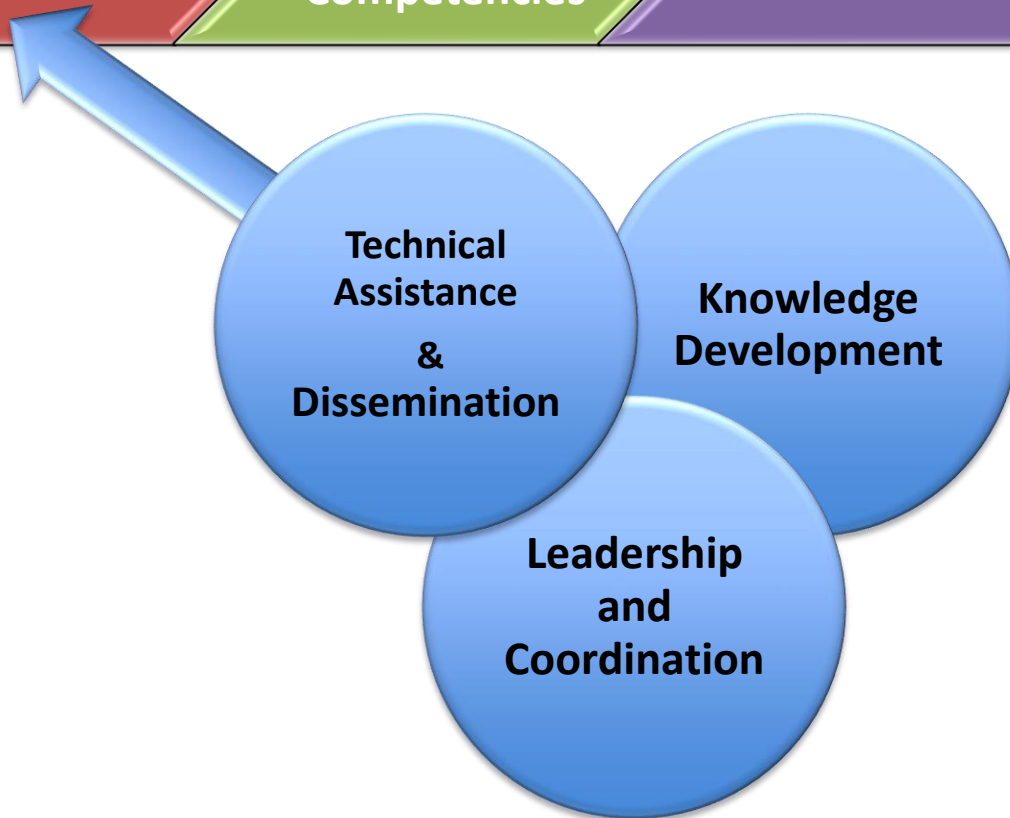
State Specific Requirements

Resources

The screenshot shows the homepage of the Early Childhood Personnel Center (ECPC). At the top, the UCONN logo is on the left, and the center text reads "The Early Childhood Personnel Center at The A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service". A search bar is on the right. Below this is a navigation menu with items: Home, About Us, CSPD Implementation, Personnel Standards, Resources, Our Work, and Contact Us. Three blue arrows point from the text above to the "Resources" menu item, the "Personnel Standards" menu item, and the "Our Work" menu item. The main content area features the ECPC logo, logos for "IDEAs that Work" and "TA&D NETWORK", and social media icons for Twitter, Facebook, and YouTube. A mission statement is provided: "Our mission is to facilitate the implementation of integrated early childhood comprehensive systems of personnel development (CSPD) for all disciplines serving infants and young children with disabilities." Below this is a "WHAT'S NEW" section with a video player showing a baby. To the right of the video is a "Technical Assistance and Dissemination" section with text describing a continuum of TA. Further right is a "Latest ECPC Twitter Posts" section showing two tweets from @EcpCcenter.

Website: ecpcta.org

Why an EC CSPD is Important



ECPC Activities

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

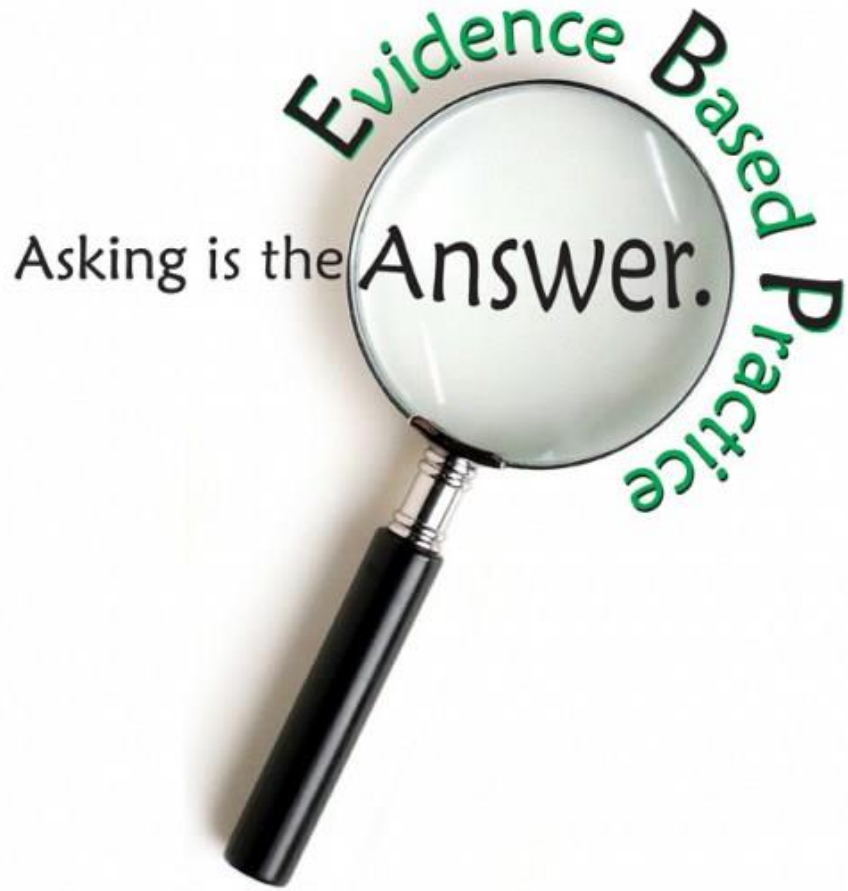
Small Group Activity

Self-Assessment & Professional Learning
Action Plan

Resources



How do you
make
decisions
about your
teaching
practices?



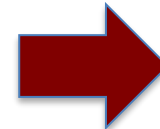
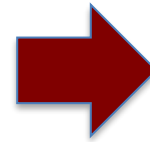
What Does EBP Mean?

“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.

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).



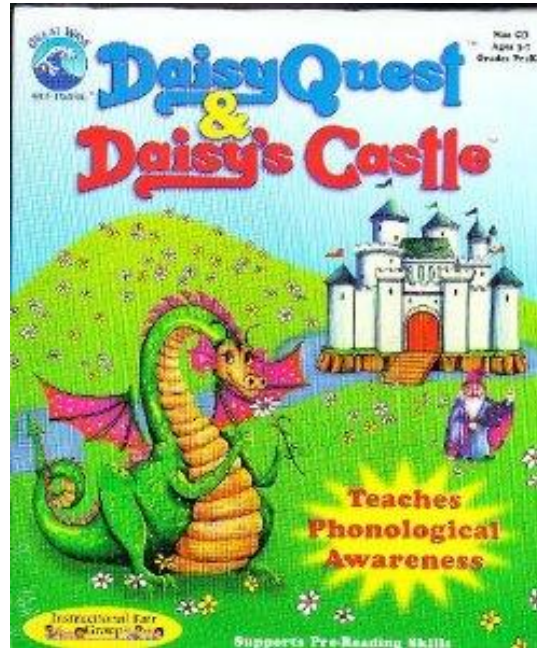
STEPS:

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

Research Evidence	Policy Evidence	Accumulated, Contextual, and Experience Evidence

Small Group Activity



\$50.00

Fidelity – Doing it well

CROWD Strategy Checklist:

Strategy	✓ if observed				
Completion (i.e. fill in the blank)					
Recall (i.e. What was missing from Corduroy's overalls?)					
Open-Ended (i.e. How will he carry all of those apples?)					
Wh Questions (i.e. what, where, who, why)					
Distancing (i.e. Tell me about when you have made a snowman like the one in the book)					



WHAT WORKS CLEARINGHOUSE


<http://ies.ed.gov/ncee/wwc/>

TOPICS:

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

The screenshot displays the 'What Works Clearinghouse' website for the 'Shared Book Reading' entry. The page includes a header with the IES logo and the date 'September 24, 2009'. The main title is 'Shared Book Reading'. Below the title, there are sections for 'Practice description', 'Keywords', and 'Findings'. The 'Findings' section contains a table with columns for 'Rating of effectiveness', 'Evidence base', 'Quality of evidence', and 'Date of publication'. The table lists two studies: 'Reading to children' and 'Reading to children with disabilities'. The 'Reading to children' study is rated as 'Moderate' and 'Good', while the 'Reading to children with disabilities' study is rated as 'Moderate' and 'Good'. The page also includes a footer with the IES logo and the date 'September 24, 2009'.

<http://iris.peabody.vanderbilt.edu/ebp/>



VANDERBILT PEABODY COLLEGE

Claremont GRADUATE UNIVERSITY

Google™ Custom Search

HELP & SUPPORT

ABOUT IRIS RESOURCES SERVICES USING IRIS RESEARCH & EVALUATION NEWS & EVENTS

THE IRIS CENTER > RESOURCES > EVIDENCE-BASED PRACTICES

Search

Enter keyword

SEARCH RESET

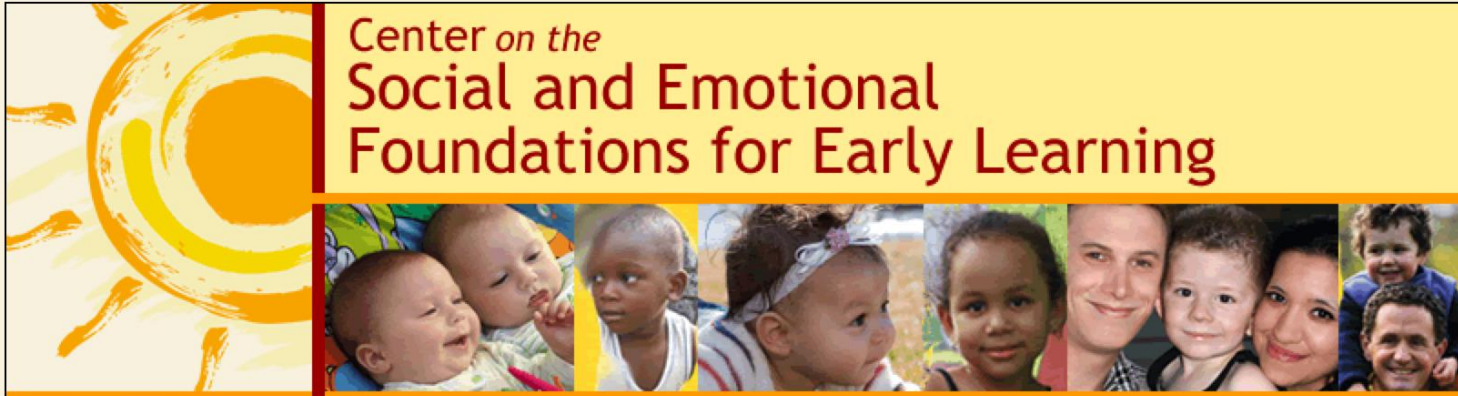
▼ Topics

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



Center on the
**Social and Emotional
Foundations for Early Learning**

Home | About | Contact

Resources: *What Works* Briefs

www.earlyliteracylearning.org



Center for Early Literacy Learning

HOME | ABOUT US | PRODUCTS ▾ | CELLtools | PRESENTATIONS | CONTACTS | LINKS

CELLreviews

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



<http://depts.washington.edu/hscenter/>

Head Start
center for
inclusion



Head Start *center for*
inclusion

We are funded by the Office of Head Start

Professional Development

Conferences

**In-
services**

Journal articles & books

Webinar

Community of Practice

University Course

E-Learning

Book Study

Action Research

Workshops

Peer Coaching

Ask Colleague / Mentor

Research says

- 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

Components	Knowledge	Strong Skill	Transfer & Implementation
Study of Theory	10%	5%	0%
+ Demonstrations	30%	20%	0%
+ Practice	60%	60%	5%
+ Peer Coaching	95%	95%	95%

Joyce & Showers, 2002

Self-Assessment Tool for EI & ECSE Practitioners

Practitioner:

Program:

Date:

	Self-Rating of Competence			
1. Learner Development & Individual Learning Differences	I	D	C	A
Support and facilitate family - child interactions (i.e. respond to child's cues, turn-taking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and match learning experiences and strategies to characteristics of infants and young children (i.e. help to establish predictable routines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish communication systems for young children that support self-advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Self-Rating of Competence			
--	---------------------------	--	--	--

2. Learning Environment

Professional Learning Action Plan

- Embed learning opportunities
- Select, develop, and organize materials, and equipment in the learning environment
- Modify the learning environment

My Professional Learning Goal(s):

Knowledge Development		Skill Development & Implementation
<ul style="list-style-type: none"> Inservice / Workshop Webinar Book Study E-Learning Community of Practice 	<ul style="list-style-type: none"> Conference Journal Articles/Books University Course Other _____ 	<ul style="list-style-type: none"> Action Research Mentor / Peer Coaching (Who _____) Other _____

Action Steps	Knowledge Development Plan	Skill Development & Implementation Plan	Timeframe
Step 1			
Step 2			

References:

- Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. J. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, 9 (4), 2-11.
- Horn, E., (April, 2012). Evidence-based Practice as a Verb: Supporting Teacher Candidates Understanding. Budig Lecture, University of Kansas, Lawrence, KS.
- Harris, A. (1998). Effective teaching: A review of the literature. *School Leadership & Management*, 18(2), 169–183.
- Joyce, B. & Showers, B. (2002). Student achievement through staff development, 3rd ed. Alexandria, VA: ASCD, p. 78
- Saras, L. (2003). Reflective journals: A tool in a clinical supervision model. *Perspectives on Administration and Supervision*, 11, 25–26.
- Schon, D. A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- Stones, E. (1994). Reform in teacher education: The power and the pedagogy. *Journal of Teacher Education*, 45, 310–318.
- Vega-Barachowitz, C. D. (2003). Review of the reflective practitioner. *Perspectives on Administration and Supervision*, 11, 14–15.

ECPC Mid-Western Region



Contact Information

Eva Horn, PhD

Co-Associate Director
Professor of Education
University of Kansas
evahorn@ku.edu
785-864-0615

David Lindeman, PhD

Co-Associate Director
Senior Scientist
University of Kansas
lindeman@ku.edu
620-421-6550 x1713

Stephanie Parks, PhD

Regional Project Coordinator
University of Kansas
s.parks@ku.edu
785-864-6843

Na Young Kong, PhD

Research Associate
University of Kansas
chellina@ku.edu
785-864-6843

The Early Childhood Personnel Center is a project of the University of Connecticut funded through cooperative agreement (# H325B120004) from the Office of Special Education Programs, U.S. Department of Education, with subcontracts with Florida State University, University of Kansas, and University of Oregon.