Illustrations of Job-Embedded Professional Development Routines and Protocols in Center-Based Early Education Programs

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Session Learning Objectives

1. Review the definition of the Essential Organizational Support “Routines of Collaboration that Build Professional Capacity” (Bryk et al., 2010)

2. Review the benefits of professional collaboration through job-embedded professional development (JEPD), and the formats and protocols that make these routines highly effective professional learning and improvement experiences;

3. Practice using the Ladder of Feedback Protocol to observe video illustrating three JEPD routines in-action with center-based birth to five staff, including a Reflective Practice Group, a Lesson Study, and a Child Assessment Data Dialogue; and

4. Discuss implementation of collaborative JEPD routines with a Mentor Coach (Educare Denver, Clayton Early Learning), a Research-to-Practice Local Evaluation Partner (Educare Chicago, Ounce of Prevention Fund), and a Director of Implementation for the Educare Learning Network.
Supporting Continuous Quality Improvement: Routines of Collaboration that Build Professional Capacity

Leaders use supervisory resources, performance feedback, professional collaboration, and social resources within the staff to build professional capacity. They work together with staff to define their strategic focus for improvement and to solve learning and implementation problems. Leaders design and protect time for program- and job-embedded professional development routines for staff to review data, examine practice, reflect, and collaborate towards improvement. All staff work in collaboration to promote their own and their colleagues’ professional growth. In such schools, teachers and staff are active partners in school improvement; committed to the school; and focused on professional learning and continuous improvement.
Individual Reflection and Group Discussion

Individual Reflection:
Read the Essential Organizational Support definition “Routines of Collaboration that Build Professional Capacity”. **Underline words or phrases that resonate with you**

Group Discussion:
How do job-embedded routines for professional development differ from traditional or typical PD in ECE?
Group Discussion
Job-Embedded Professional Development Routines

Benefits
Formats
Protocols
# Benefits of Professional Collaboration

## Knowledge
- Teacher authored learning that creates new knowledge and beliefs and defines best practice
- Increased understanding of standards and content and they drive meaningful interactions and instruction

## Skills
- Significant advances in adapting practice for individual children and families- “greater personalization and precision”
- Increased ability to collaborate to improve professionally

## Dispositions
- Moral commitment and inspiration to significant impacts
- Clarity of the vision and goals of the Center/Program
- Collective responsibility and commitment to continuous improvement towards the vision and outcomes.
- Enthusiasm and interest in the work itself and reduction in absenteeism

> Increased teaching effectiveness and enhanced child and family outcomes <
Formats for Professional Collaboration

- Critical Friends Group
- Data Dialogues and Teams
- Examining Teaching and Learning Portfolios
- Lesson Study
- Reflective Practice Groups
- Professional Learning Communities
- Study Groups
- Action Research
- Case Discussions
Formats for Professional Collaboration

- Ensure professional collaboration is structured for a successful professional learning experience.

- Ensure teachers are planning their learning goals, engaging in inquiry, action and experimentation, and reflection and discussion of multiple perspectives.

- Ensures teachers are assessing, examining practice, and reflecting to find solutions to authentic and immediate problems of practice.

- Ensures data, early learning standards/curriculum goals, and frameworks for effective practice (e.g., CLASS) are used to inform and focus all work.
Protocols Putting the Power into Collaboration

- Protocols are tools that support effective professional collaboration – collaboration that results in learning and change.

- Protocols provide the group with *step by step guidelines* to structure and make efficient and effective the sharing of practice, inquiry and reflection, analysis and learning, and planning for improvement.
Protocol: The “Ladder of Feedback”

Step 1. Value
What do I value about the interactions and learning I observed in the JEPD video illustration?

Step 2. Clarify
What am I wondering about?

Step 3. Concerns
What are my concerns?

Step 4. Applications
How can I help transform PD expenditures in my work and state to program- and job-embedded?
Let’s Observe Routines of Collaboration In-Action

- Reflective Practice Group
- Child Assessment Data Dialogue
- Lesson Study
The Reflective Practice Group format is particularly helpful for building knowledge, co-constructing practice, raising awareness of needs for practice improvement, and support collective and individual motivation to change practice.

RPGs strengthen professional dispositions and creates a professional culture in the program where teachers value discussing, reflecting, examining, and continuously improving teaching and learning together.
Learning Objectives for this Reflective Practice Group

Teachers Will:

- Observe a peer’s video of children to make GOLD-based observations and assess levels of development

- Through collaborative observation and discussion increase knowledge of the GOLD objectives and the developmental levels/trajectories

- Strengthen motivation to use the GOLD trajectories to plan intentionally for activities/experiences and interactions
JEPD Example #1: Reflective Practice Group

Let’s Observe!
Video of The Learning Tree
Chicago, IL

Use the Ladder of Feedback Protocol!
Look, Listen, and Jot Down Observations and Reflections
The Data Dialogue/Data Team format involves...

“Teachers meeting together and analyzing results from standardized tests, curriculum-based assessments, or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve achievement. Teachers also may work on refining assessments to gather more useful student data.”

Learning Objectives for the Data Dialogue

• Data is not just about reporting results and using them in monitoring. Data can also be analyzed and used for continuous learning and improvement of practice.

• Data helps to:
  – understand practice strengths and challenges,
  – set goals and focus improvement efforts, and
  – track progress.

• Analyzing data, setting goals, and making plans for improvement *collaboratively* gain a more complete understanding of what the data means in order to:
  – increase individual ownership of improvement goals and plans, and
  – create greater collective responsibility for improvement in teaching practices and the outcomes for children and families.
JEPD Example #2: Child Assessment Data Dialogue

Let’s Observe!
Video of Educare Chicago
Birth to Three Interdisciplinary Classroom Team

Use the Ladder of Feedback Protocol!
Look, Listen, and Jot Down Observations and Reflections
JEPD Example #3 Lesson Study

*Lesson Study* format is particularly helpful for developing high-impact content-based curriculum and instruction.

The format supports teachers with thinking deeply about content-based learning goals for children and with planning more effective, targeted instruction based on careful observation of children and their work in the experiences teachers plan for them collaboratively.
Learning Objectives for Lesson Study

• During sessions known as “research lessons,” teachers alternate in preparing a lesson to demonstrate a specific teaching and learning goal. Other teachers observe and document what they see through video, a word processor, or pencil and paper.

• After the lesson, the teachers meet and discuss the strengths of the lesson and make suggestions for improvement. Sometimes, the lesson is revised and presented again.

JEPD Example #3: Lesson Study

Let’s Observe!
Video of Educare Miami Dade

Look, Listen, and Jot Down!
Do you see and hear the group following specific steps that support presenting, listening, and discussion?
Where the Rubber Meets the Road!

Teacher Leaders supporting teacher learning, effectiveness, and improvement:

1. Building Relationships
2. Utilizing Data
3. Protecting Time
Contact us with Questions!

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