Appendix

Components of Quality Professional Development

> *"Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work" (AFT, 2008).*

Ongoing training and professional development are essential elements of a high-quality program and an individual's ability to develop or hone skills and expertise. Quality professional development is characterized by a common set of principles, listed below.

1. Quality professional development is delivered in a way that supports what we know about how adults learn.

   Adult learners learn best when training is:

   - Active, engaging learners throughout the learning process, with time for reflection and application of their existing foundation of knowledge and experience to new problems
   - Facilitated in a way that supports diverse learning styles and fosters internal motivation to learn
   - Relevant and meaningful, with opportunities to apply the knowledge in their real-world context
   - Facilitated in a way that allows adults to share what they know and interact with one another

2. Quality professional development for Component A will identify key Early Childhood Educator Competencies and be consistent with the components of the California Early Learning and Development System (CELDS).

   The CELDS consists of a comprehensive set of tools, frameworks, and guidelines to support quality in early childhood settings. The CELDS was developed through the work of nationally known researchers and expert practitioners and includes resources such as Preschool and Infant/Toddler Learning and Development Foundations, Program Guidelines, Curriculum Frameworks, the *Preschool English Learners* guide, *California Early Childhood Educator Competencies*, and Desired Results System as frameworks for quality.

3. Quality professional development delivers content with a clear and direct connection to improving the learning of all children.

   Professional development should support early childhood educator effectiveness and help early childhood educators acknowledge the individual assets of children

and their families, and honor the racial, ethnic, linguistic, gender, religious, cultural, socioeconomic, and other unique characteristics that children and families bring.

4. Quality professional development supports research-based expectations about what early childhood educators should know and be able to do to support children's learning.

   Professional development has the power to increase educators' knowledge of academic content and teaching skills while changing what educators believe about children's learning and how early childhood educators interact with children in their care.

5. Quality professional development not only improves the practices of the early childhood educator, but also has the potential to improve practices of peers and others with whom the educator works.

   Professional development that includes opportunities to share knowledge and interact with the facilitator and peers can help to develop a learning community that facilitates individual and collaborative exploration, practice, and reflection. Peer learning can foster collegiality and shared problem solving.

6. Quality professional development includes opportunities to practice new learning.

   Multi-session training, with opportunity for the learner to practice strategies, reflect, and receive feedback provide more lasting results. In fact, "A review of research on the effect of professional development on increased student learning found that programs had to include more than 14 hours of professional development for student learning to be affected" (DeMonte, 2013).

7. Quality professional development includes an evaluation component.

   It is important to use evaluation to gauge the effectiveness of the training and increased level of knowledge/skills to determine whether the training met its intended goals and the method of delivery met the learner's needs.

8. Quality professional development is delivered by trained and qualified professionals.

   Qualified professionals will have experience and formal education in early childhood education, as well as knowledge of adult learning principles and sound training design. A qualified trainer will have reached mastery level on specific training regarding tools and topics.

References:

AFT. (2008). *Principles for professional development: AFT guidelines for creating professional development programs that make a difference.* Retrieved from American Federation of Teachers (AFL-CIO): https://www.aft.org/issues/teaching/profdevel/

DeMonte, J. (2013, July 15). *High-Quality Professional Development for Teachers.* Retrieved from Center for American Progress: ttp://www.americanprogress.org/issues/education/report/2013/07/15/69592/high-quality-professional-development-for-teachers/