ECE Leader’s Guide to Staff Development:
How to Get your Money’s Worth!

Karen Nemeth, Ed.M.
Language Castle, LLC
- No bells
- No whistles
- Just the bottom line...

...tips to make professional development really work!
POLL
If you are a program director, principal, or administrator – you need to know how to make your precious professional development dollars tied to Learning Outcomes.
VOTE
VOTE
VOTE
VOTE
POLL
If you are a college instructor, presenter, or professional development provider, these are the ten factors you want your clients or students to know so you can achieve the outcomes you are hired for.
POLL
Toward the Identification of Features of Effective Professional Development for Early Childhood Educators


“A one-time workshop is not effective if the goal is to convey theory and practice to improve multiple aspects of early language and literacy development, such as oral language, phonological awareness, alphabetic principle, and awareness of print.

It may, however, be appropriate for preparation on a single specific activity or strategy.”
“All professional development (education, training, and TA) should respond to each learner’s background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals. include resources to ensure access for all.”
POLL
The Top Ten Tips to make staff development a success!

...tips to make professional development really work!
Doesn’t it stand to reason that people who are going to be good teachers would be people who value learning?
Talk about PD in the interview
What was your favorite professional development experience?
Do you belong to NAEYC or other professional organization? Do you access the free content online?
POLL
Choice of topics should come from a plan
Plans should come from data about what is happening with staff and with children
Plans should also come from your knowledge of trends and requirements
And don't forget about staff interests – they all bring their own past experiences, talents and preferences
Track staff training
Consult curriculum
Describe the children
8. Create a climate of professionalism and learning

- It starts at the top!
- Be a role model
- Join professional associations
- Set the tone
How to set the tone:
- Know what staff are learning
- Know why they are learning it
- Follow up – ask how it’s going
- Have clear expectations

Set the tone for valuing PD
Know what they are learning and why
Show that you plan to supervise it
If you send them for a training and never mention it again – what’s going to happen next time??
Be strong – They need to know you value when they learn and grow, and you do not accept refusal to do so.
Don’t be bullied by schedules. Don’t allow staff to have their coats on one minute before quitting time – outside reading is part of being a professional (ex. Staff who chattered all thru, then complained I treated them like children. Staff who lied about funeral)
Be explicit – tell staff:
- Bring writing implement
- Bring back handouts to share
- Do not have side conversations
- No cell phones
- Don’t pack up early
- Get enough sleep
- Dress appropriately
7. Consult with trainer in advance

- Collaborate with trainer to plan event
- Don’t just have them teach in a vacuum
Presenters need to know:
- What is your curriculum?
- Prior training on this topic?
- What requirements must they meet?
- Why this topic – needs/challenges?
- Job titles of staff in the training?
- What is the nature of their work – ages, grades, etc.?
6. A workshop as part of an ongoing plan

- Stretch your training dollar by extending learning:
  - What comes before?
  - What comes after?
Desired outcomes:

- Set goals for every PD experience
- Plan for short and long term goals
- Less is more?
- Choose conferences with a purpose
- Professional Learning Networks/Communities

Conferences are great – but not necessarily for sustained change of practice
Set goals for every PD experience whether sending or bringing in or approving individuals
And you MUST plan for follow up – how to share, implement, check.
3 new ideas that stick is better than 15 new ideas that nobody remembers or uses!
VOTE

VOTE

VOTE

VOTE

POLL
5. Don’t force it – offer options

- What happens to presenters when audience is forced?

- Offer options

- Give something to look for

- Give them a reason

- individual learning vs group, reading vs. listening
4. Include ALL staff
Miserable people rarely learn much
Plan timing that is considerate of their schedule – traffic, parking, school drop-off etc.
Don’t squeeze too many people into the room
If presenter needs tables, projector, room for movement - provide it
Treat them like adults – it’s not all about craft projects
If you are too busy to ensure the trainer has what he needs, then the training will not be valued by your staff
To get more PD for your money- SHARE!

If you hire a trainer – invite nearby schools to come and share cost
Or broadcast via skype or gotomeeting and charge a fee to help with cost
Create PD networks via district, county, CCR&R to share PD resources
Swap – if you got trained – offer to go to another program and have them send a trainer to you
This also builds cross-program networks of staff support
1. PARTICIPATE!

- This is the number one answer to making sure your staff development works.
Celebrate/incorporate
Make it mean something!
Entries in staff newsletter
Award comp time or a Starbucks certificate
Get funding to issue staff pay raises for successful PD
Have private conversations with staff about their pd – ‘How did it go? What did you like about it?’
Leaders value, build, encourage! The don’t just walk away!

“...data indicated the significant role of directors who lead staff in a culture of inquiry.”

1. Value perceptions and knowledge
2. Build on affective components
3. Engage via relevant content

...” data indicated the significant role of directors who lead staff in a culture of inquiry. In particular, the focus on the Sydney study as an example of rich professional development highlighted the importance of (1) valuing the learners' perceptions and knowledge in shaping the nature of inservice opportunities, (2) building on affective components including professional affirmation and personal motivation, and (3) encouraging learner engagement by focusing on substantive, relevant content.”
Questions?

Karen Nemeth
Karen@LanguageCastle.com