



ECE Leader's Guide to Staff Development:

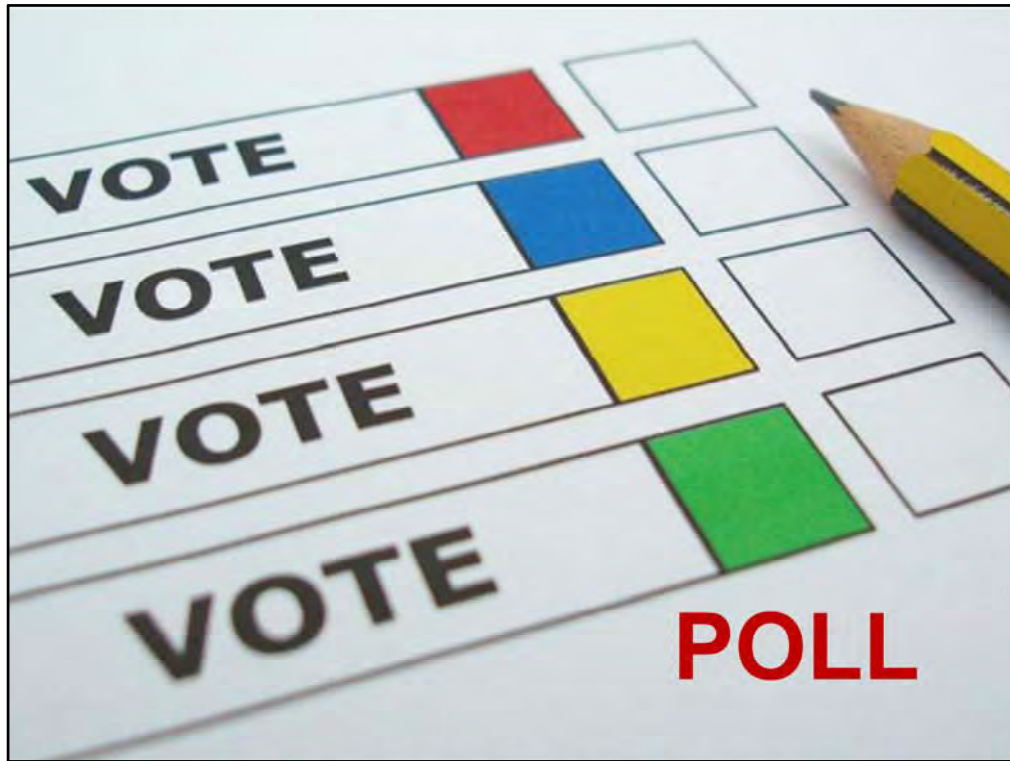
How to Get your Money's Worth!

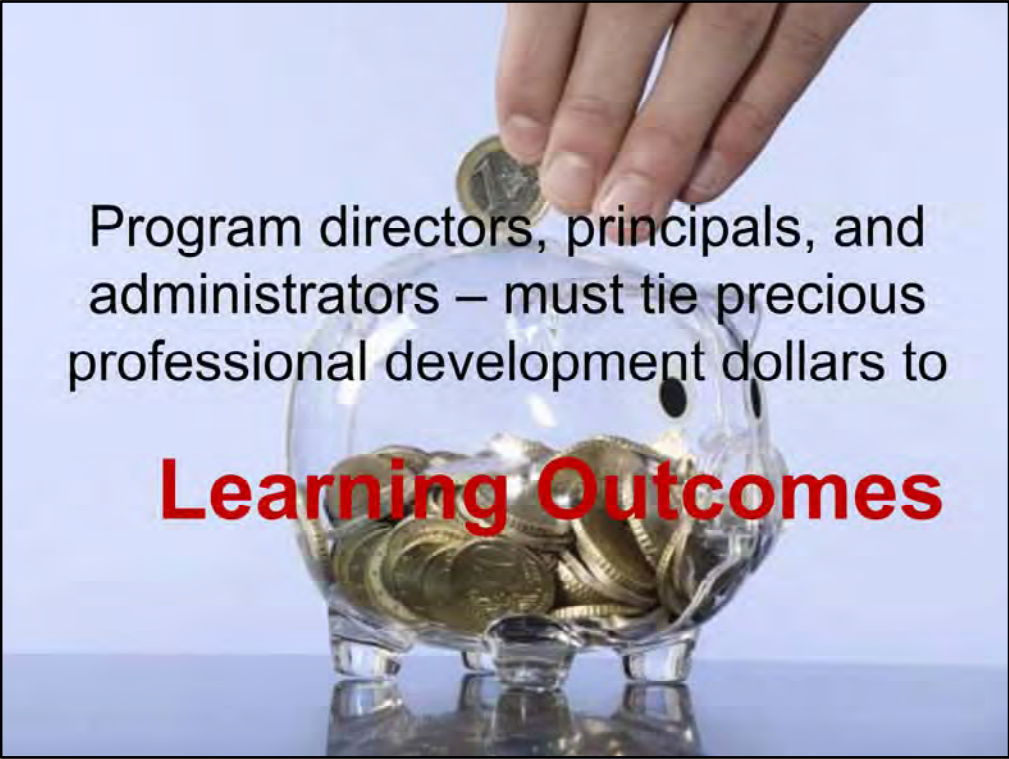
Karen Nemeth, Ed.M.
Language Castle, LLC

- No bells
- No whistles
- Just the bottom line..



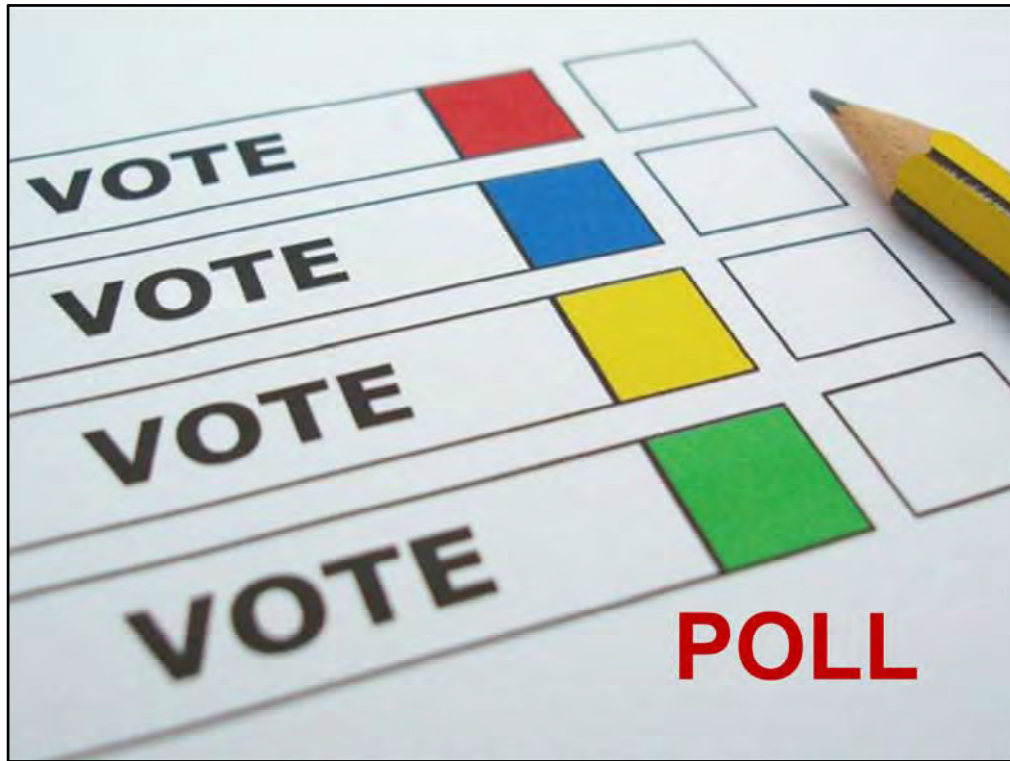
**...tips to make professional development
really work!**



A hand is shown dropping a coin into a clear glass piggy bank. The piggy bank is filled with several gold-colored coins. The background is a solid light blue.

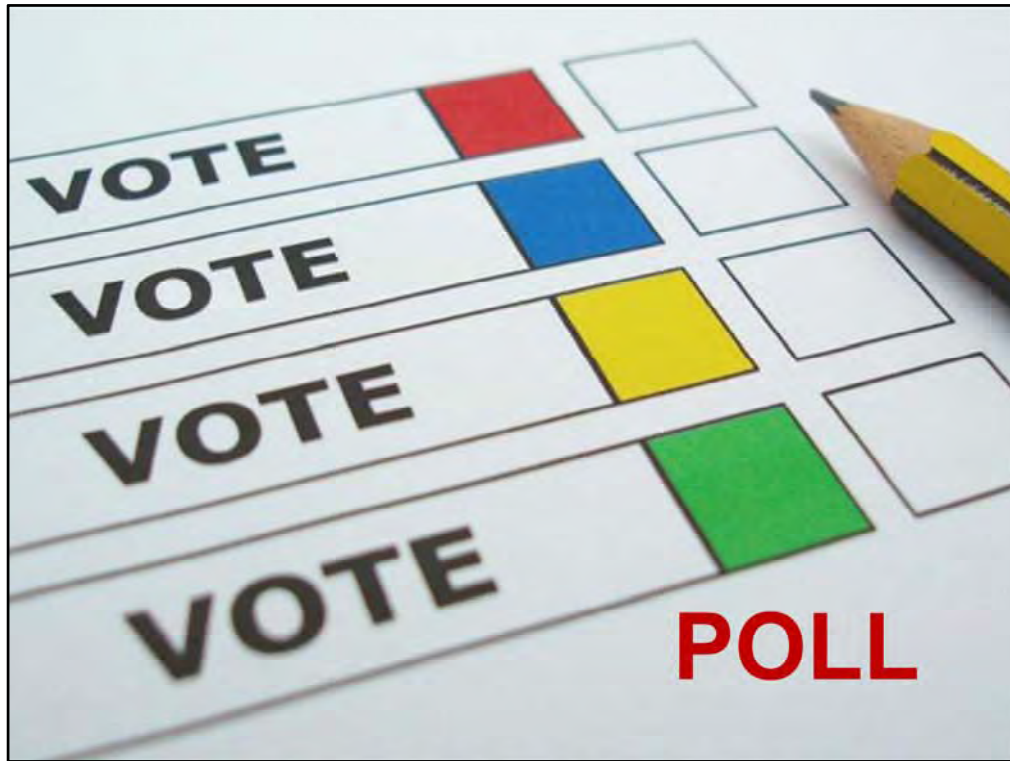
Program directors, principals, and administrators – must tie precious professional development dollars to

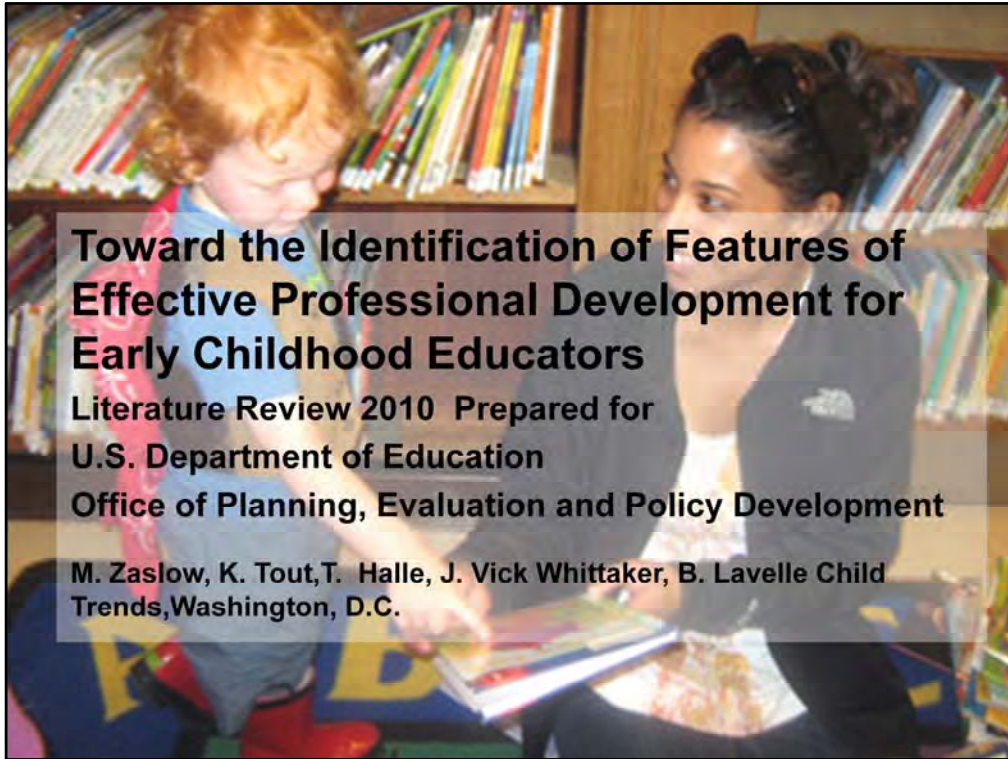
Learning Outcomes





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.

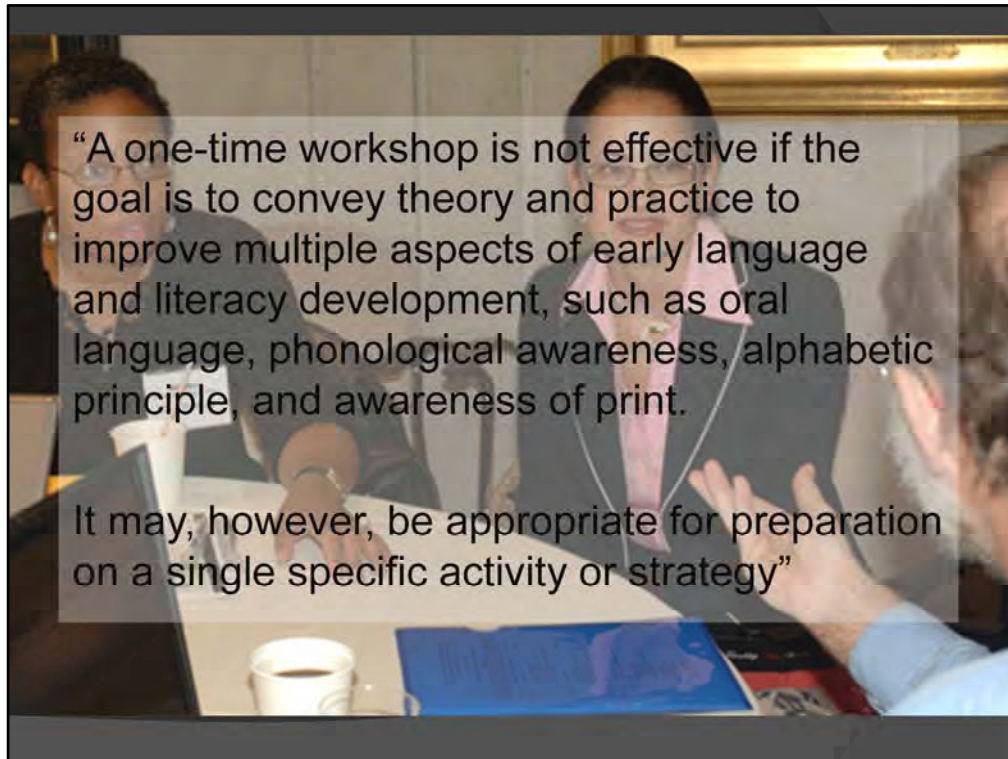




Toward the Identification of Features of Effective Professional Development for Early Childhood Educators

**Literature Review 2010 Prepared for
U.S. Department of Education
Office of Planning, Evaluation and Policy Development**

**M. Zaslow, K. Tout, T. Halle, J. Vick Whittaker, B. Lavelle Child
Trends, Washington, D.C.**



http://www.naeyc.org/GlossaryTraining_TA.pdf



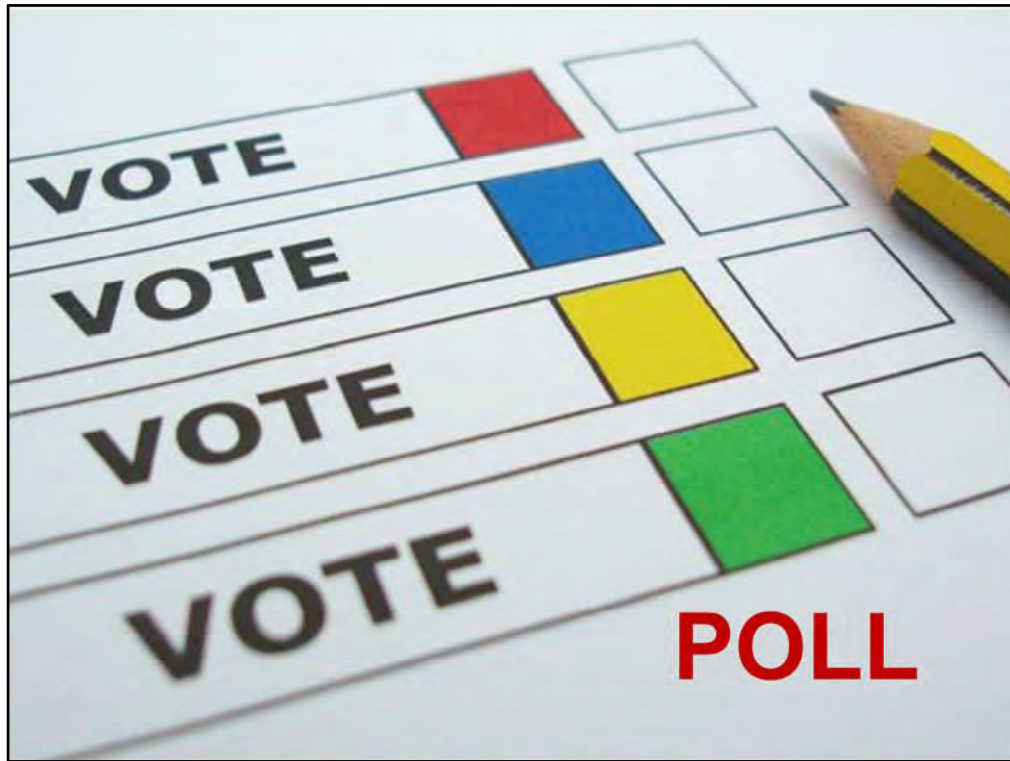
**Early Childhood Education
Professional Development:
Training and Technical Assistance Glossary**



“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.”



The Top Ten
Tips to make
staff
development
a success!



**...tips to make professional development
really work!**

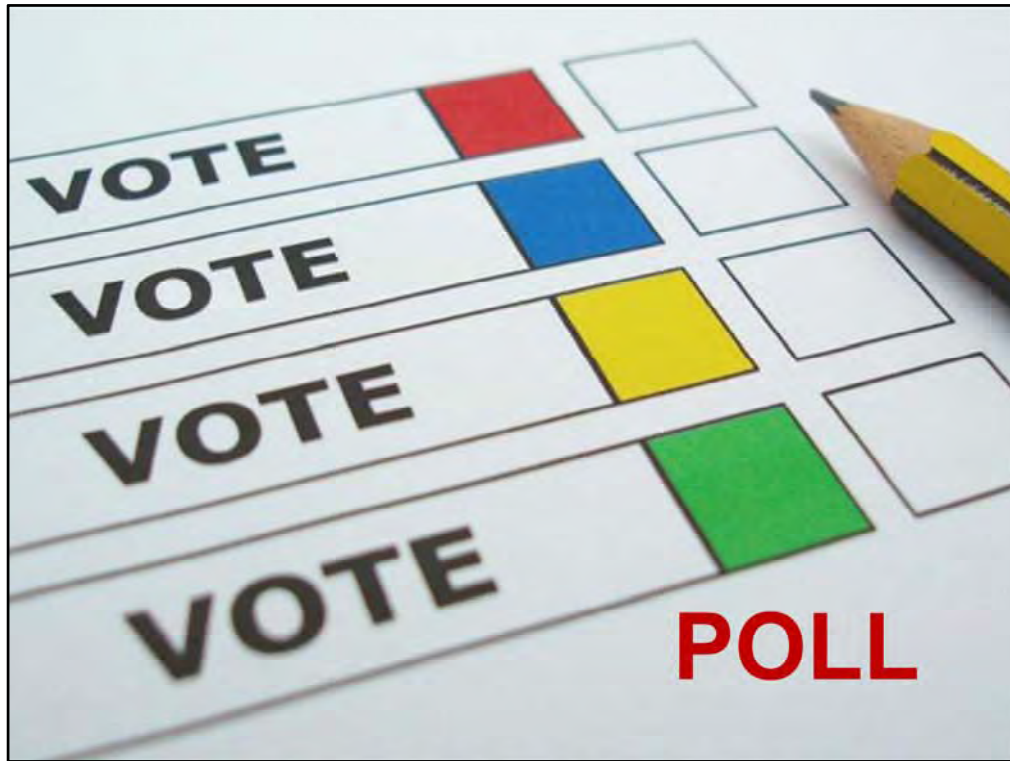


Doesn't it stand to reason that people who are going to be good teachers would be people who value learning?

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?



PLAN FIRST!

9. Use data + interests to plan

- Child outcomes?
- Trends, requirements?
- Interests, professional goals?

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

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?

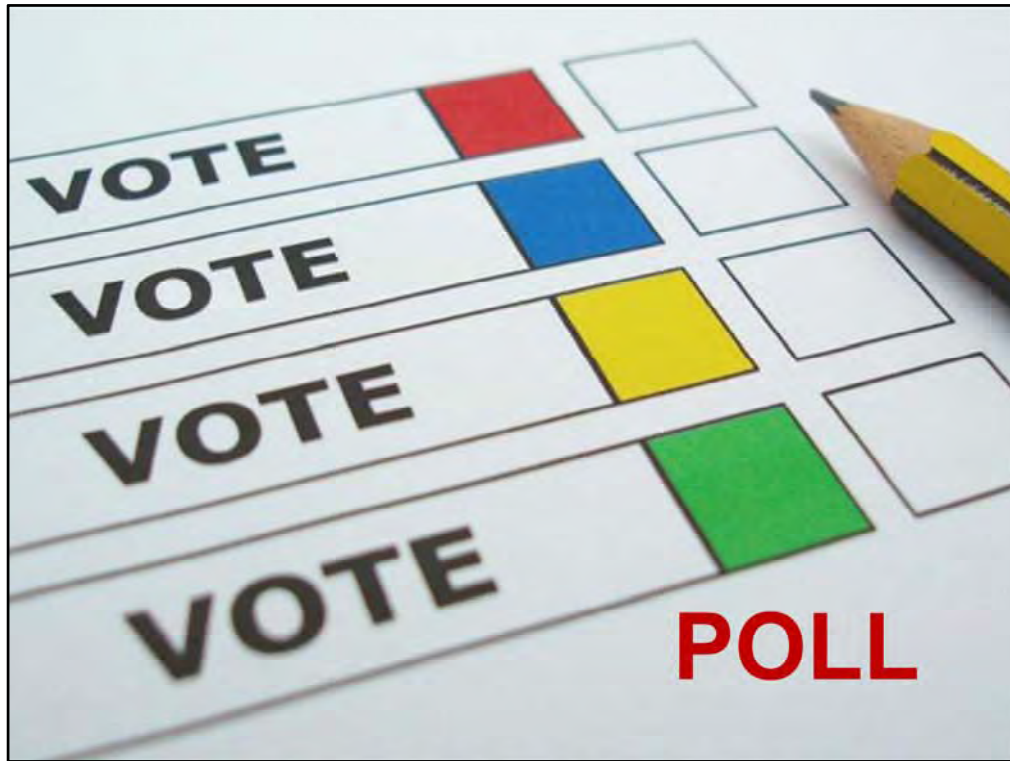
- What comes after?



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!



5. Don't force it – offer options

- What happens to presenters when audience is forced?
- Offer options
- Give something to look forward to
- Give them a reason



– individual learning vs group, reading vs. listening

4. Include ALL staff





3. Prepare appropriate environment for learning

- Comfort/ survival
- Start and end times, breaks
- Personal space
- Set up
- Equipment

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

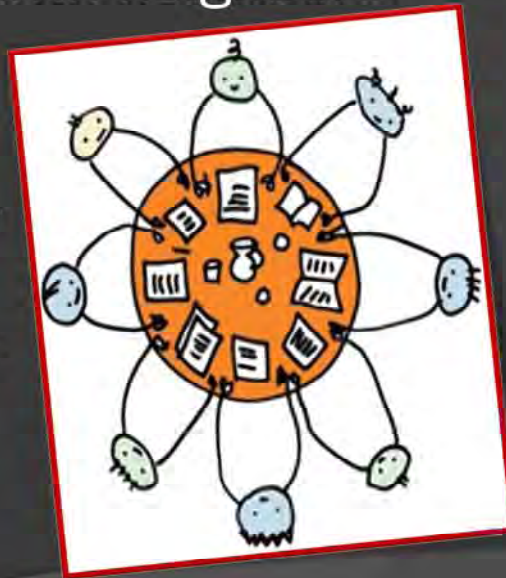
If presenter needs tables, projector, room for movement - provide it

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

2. Collaborate with neighbors

- Share training
- Share costs
- Share via skype or Gotomeeting
- Build PD networks
- Swap talents
- Build network



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

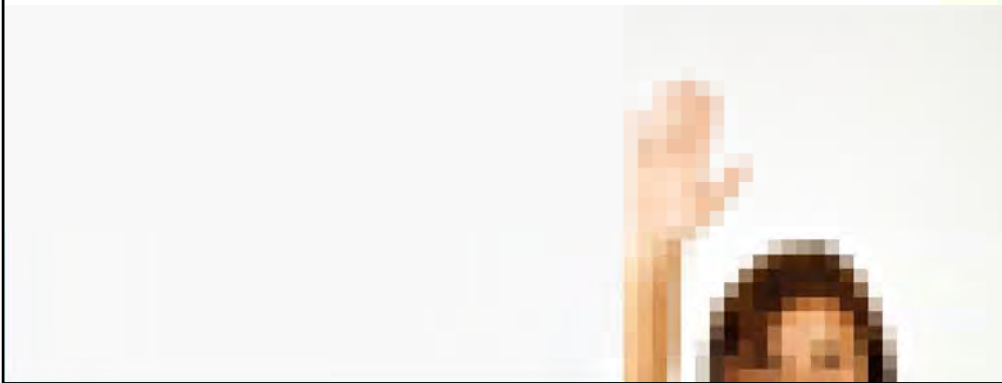
Create PD networks via district, county, CCR&R to share PD resources

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!

- ④ 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?'

Professional Growth Reconceptualized: Early Childhood Staff Searching for Meaning

Early Childhood Research and Practice 2001, A. Fleet & C. Patterson

“...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



Leaders value, build, encourage! They don't just walk away!

“...” 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

 **language castle**
Many Languages. One Classroom.

