DaSy
The Center for IDEA
Early Childhood Data Systems

ECTA *Center*
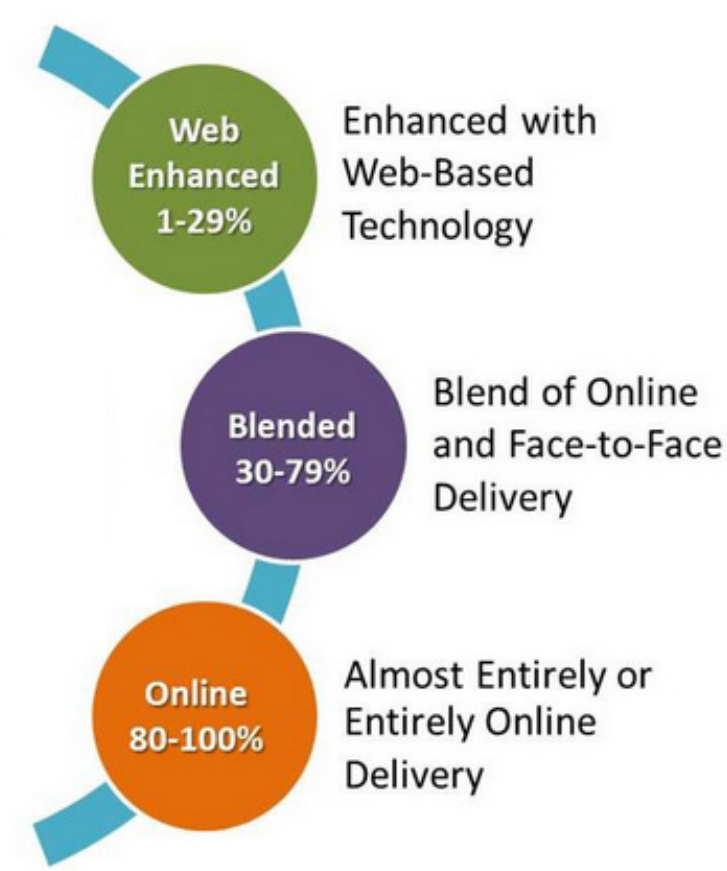The Early Childhood Technical Assistance Center

Supporting High-Quality Professional Development

Online learning can enhance the quality of inservice professional development by providing:

❋ Explicit explanations and illustrations of content or practice to be learned

❋ Authentic opportunities to practice skills

❋ Immediate performance feedback on the implementation of a practice

❋ Opportunities for reflective understanding and self-monitoring

❋ Ongoing follow-up supports

❋ Customized duration and intensity of training to provide individualized opportunities to become proficient in the use of a practice

Adapted from: Dunst, C. J., Bruder, M. B., & Hambry, D. W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes. *Educational Research and Reviews, 10*(12), 1731-1744.

Models of Online Learning

- **Web Enhanced 1-29%** — Enhanced with Web-Based Technology
- **Blended 30-79%** — Blend of Online and Face-to-Face Delivery
- **Online 80-100%** — Almost Entirely or Entirely Online Delivery

Source: Johns Hopkins University, Center for Technology in Education.

Options for Integrating Online Learning in EI/ECSE Professional Development

Information Websites
- Access resources hosted on program and/or technical assistance websites.
- Resources are often organized by topic and presented in a variety of formats (such as documents, archived webinars).

ECTA Center Website Topical Collections

Modules (or Tutorials)
- Navigate through a "course of study" on a topic with content elements sequentially organized.
- Activities are often embedded to provide applied practice and/or assessment of acquired knowledge.

ECTA/DaSy Child Outcomes Summary Online Module

Online Communities
- Online spaces that incorporate a variety of learning options and communication tools.
- Community members interact synchronously (e.g., live chat) or asynchronously (e.g., discussion board) with each other, including trainers and experts.
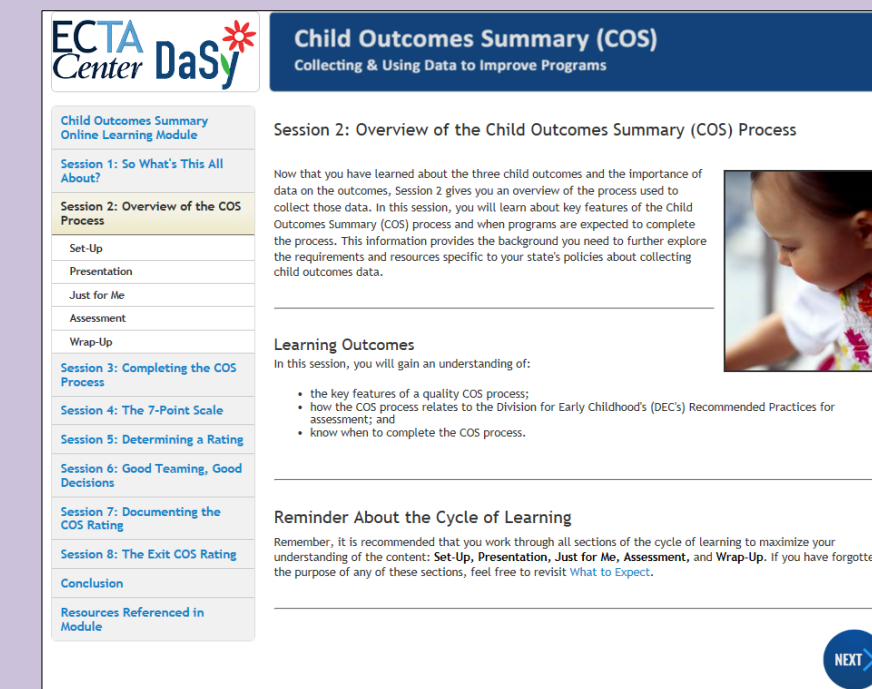
Simulations
- Work through a representation of a real-life situation that includes instructional elements to help explore an issue and obtain more information.
- Often used to examine a practical dilemma or challenge.

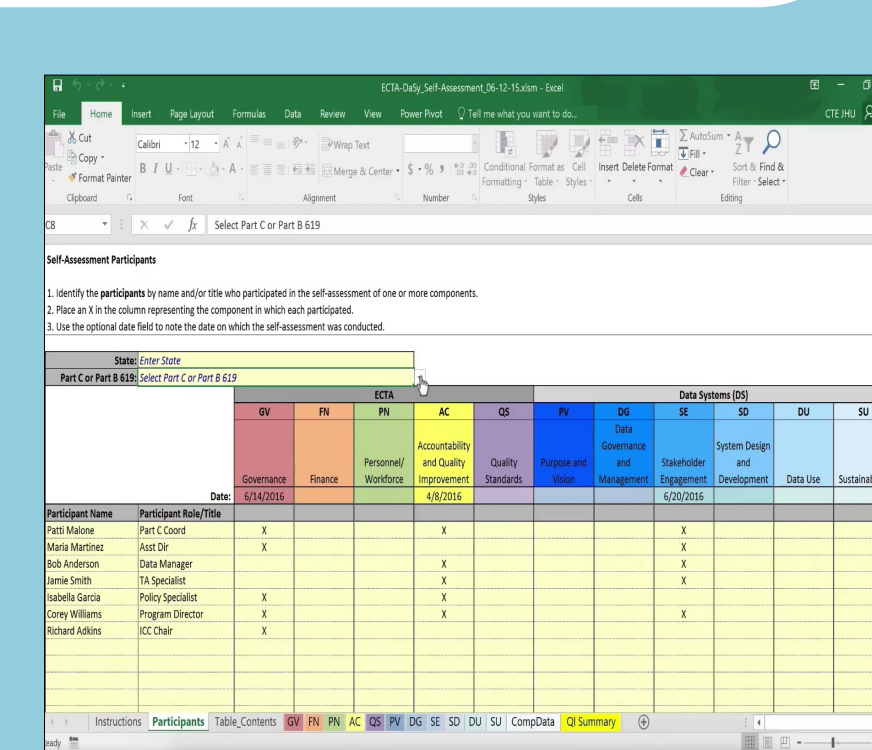National Center for Parent, Family, & Community Engagement Simulation

Animations
- Review a visual and dynamic representation of a concept, model, or process.
- Often presented as a video with a variety of motions and graphic design elements.

ECTA/DaSy Framework Self-Assessment Tool Demonstration Video

State Example: New Hampshire Part C

In summer 2017, New Hampshire launched a 5-part statewide blended online/face-to-face professional development program on child outcomes data collection.

1. Online pre-retraining survey to assess practitioners' needs

2. Face-to-face training to orient staff to state data collection requirements (includes the use of online materials/resources)

3. Staff complete online module to build essential knowledge

4. Face-to-face training with opportunities for applied practice of what staff learned from the online module

5. Follow-up face-to-face and virtual coaching and mentoring

Benefits of a Blended Model

❋ Compensates for limited physical training space and time

❋ Provides exposure to new engaging online/digital training and technical assistance materials

❋ Offers staff flexibility of completing online portion of training program on own time

❋ Combines convenience of online learning with the social and instructional interactions that may not lend themselves to online delivery (e.g., peer-to-peer applied practice and problem solving)