

What Makes an Effective Early Childhood Professional Development Provider?

Knowledge of Adult Learning Principles

- Recognizes that adults bring rich life experiences and knowledge to the learning environment, and incorporates these experiences into the learning process
- Values a cooperative learning environment with mutual trust and clarification of expectations while using a variety of instructional strategies, positive encouragement, and practical, experiential learning activities
- Articulates that adult learners are self-directed, self-motivated, engaged in the learning process, and want control over the learning material and how it is applied
- Understands that adults are scaffolding new concepts within existing knowledge, and communicates why the new information is important to learn

Professionalism/Ethics/Cultural Competence

- Is aware of own assumptions, values, and biases and how they influence interactions with participants
- Remains current on laws, regulations, policies, and evidence-based practices
- Demonstrates competence on culturally appropriate practice
- Acquires, develops, and modifies strategies and resources to meet the needs of participants with diverse abilities, cultures and learning preferences (auditory, visual, tactile, kinesthetic)
- Presents a professional demeanor including appropriate dress/appearance, spoken language, and body language
- Maintains appropriate confidentiality, privacy, and self-disclosure

Instructional Design

- Designs instruction based upon a needs assessment of the participants; their learning characteristics; their knowledge, experience, and challenges with the course content; and the goals of the professional development activity
- Incorporates a variety of participant-centered instructional strategies into the curriculum to increase engagement during professional development, retention and application
- Includes active learning techniques to address the needs of all types of adult learners, the three primary principles of [Universal Design for Learning](#) (multiple means of representation, action and expression, and engagement) and a variety of instructional methods (individual, small and large group activities; hands-on and interactive activities; humor; storytelling; case studies; project-based work; manuals or handouts; technology; and training tools)

Instructional Design

- Identifies and states measurable and performance-based learning objectives in the curriculum
- Creates agenda, outlines, and scripts that include essential content; effective openers, closers, transitions, and summaries; and opportunities for evaluation
- Prepares instructional materials including manuals, handouts, electronic media, and other tools to support content acquisition
- Assesses and revises instructional design utilizing multiple strategies (reviews by subject matter experts, participant satisfaction surveys, pre/post test results, long-term follow-up feedback)

Delivery of Professional Development

- Prepares for professional development by gathering critical information including characteristics and prior knowledge of the participants, training environment, available technology, time frame, content, and learning objectives
- Displays confidence and competence with instructional content and participant interactions; demonstrates flexibility and adaptability; prepares for unanticipated training events
- Organizes the learning environment to maximize comfortable and active participation (e.g., room arrangement, lighting, use of technology); makes accommodations for participants
- Demonstrates organizational and time management skills by stating measurable learning objectives; providing and following an agenda with breaks identified; and preparing participants for what is coming next
- Communicates clearly, logically, and effectively to express ideas, concepts, and explanations; gives clear, succinct instructions for activities
- Uses a variety of delivery techniques to present content and engage participants including pausing, using voice inflection and thought-provoking questions; respectfully dealing with difficult participants; incorporating hands-on and interactive activities; using humor, storytelling, case studies, project-based work; manuals and handouts; and employing technology and training tools when possible
- Fosters learning and ensures that content is reinforced by connecting participant feedback to the content; using a variety of reflective and open-ended questions; using repetition and memory strategies; and periodically checking for understanding of key points
- Balances instruction and guidance with participant input; responds appropriately and effectively to questions; provides constructive feedback
- Provides participants with an opportunity to evaluate training; revises training delivery based upon input

Technology

- Skillfully uses electronic media/equipment to enhance the learning experience in a variety of venues (face to face, webinars, telephone), with a variety of software (PowerPoint, Prezi, Google Docs/Presentation, Adobe, GoTo Meeting, etc.), and with a variety of equipment (computers, telephones, LCD or other projectors, etc.)

Technology

- Uses technology (social media, online scheduling tools, posting reminders, email, etc.) to support participation in professional development and compliance with the American with Disabilities Act (ADA)

Field/Professional Experience

- Has 3 or more years of relevant experience serving young children and their families and demonstrates an understanding of developmental stages from birth to age 8
- Has provided a minimum of 24 clock hours of professional development to early childhood practitioners
- Provides current professional references and/or training evaluations from training delivered within the past five years
- Annually completes at least 15 clock hours of training in evidence-based practices of early childhood and/or professional development