

Head Start A to Z, 2.0

Training and Professional Development

Background

The Office of Head Start (OHS) has made strengthening the early childhood workforce one of its goals. Professional development systems at all levels help promote coordinated and effective learning paths that support this goal. This learning module will help programs gain a deeper understanding of the Head Start Program Performance Standards (HSPPS) and Head Start Act regulations around training and professional development.

Overarching Theme

This module provides guidance to Head Start grantees on how to design effective training and professional development programs. It also describes the help available to grantees through the OHS Training and Technical Assistance (T/TA) System. The materials will assist programs in planning and providing professional development opportunities throughout their five-year program cycles. Programs will also learn to design a training and professional development system that supports the continuous improvement of services to children and families.

Training and professional development is one of the 12 Head Start management systems, and is vital to high-quality service delivery. This learning module presents a deeper understanding of how OHS regulations and requirements work to shape training and professional development programs. It also explains how training and professional development connects to other systems across the Head Start Management Wheel.

Learning Objectives

Participants will:

- Examine Head Start requirements and standards for training and professional development systems
- Identify strategies for developing a meaningful and responsive system of professional development
- Develop a working understanding of the relationship between professional development and continuous improvement

The materials are based on three key messages:

- A data-informed training and professional development system supports ongoing continuous improvement.
- Programs must use a systematic, multi-faceted approach in designing and implementing training and professional development.
- Training and professional development supports quality programming and improved child and family outcomes.

Throughout the module, participants will review regulations and requirements related to the key messages and be introduced to resources and activities that support the content being taught.

Materials



- PowerPoint presentation
- Flipchart paper and markers
- Sticky notes
- Other supplies as noted in script
- Handouts


Planning Ahead

Facilitators should have a good understanding of the requirements set forth in the HSPPS and the Head Start Act regarding the design and implementation of training and professional development programs.



Content and Activities Map: Training and Professional Development

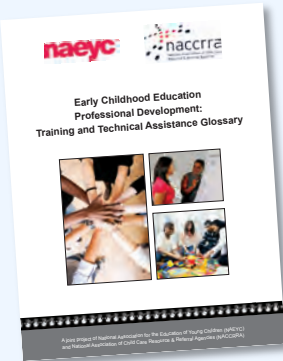
Head Start A to Z, 2.0, is a collection of training resources that address the unique needs of new Head Start and Early Head Start leaders. It can be used by T/TA providers or consultants in face-to-face group and distance learning settings to orient and support directors and managers in their new leadership roles. While each training offers a comprehensive exploration of a given topic, they are designed to be flexibly adapted. The following table describing content and activities is a blueprint of all the resources in this module. Use it to pick and choose the resources you need most to address your specific training needs and time constraints.

Focus	Slide	Handouts	Suggested Timing
Welcome	Slide 1	None	2 min
Learning objectives	Slide 2	Reflective Practice Tool	3 min
Understanding the National Center on Program Management and Fiscal Operations (PMFO) guiding principles	Slide 3	 <p>Guiding Principles</p>	5 min
Icebreaker	Slide 4	None	5 min
Definitions and Types of T/TA and Professional Development			
Key definitions <ul style="list-style-type: none"> • Training • Technical assistance 	Slide 5 Slide 6 Slide 7	 <p>What's the Difference? handout and answer key</p>	3 min 2 min 2 min


Focus	Slide	Handouts	Suggested Timing
Technical assistance approaches Implementation considerations	Slide 8 Slide 9	 <p>Professional Development Approach Scenario</p>	7 min 3 min
How Training and Professional Development Fits into the Head Start Management System Wheel and Planning Cycle			
Head Start Management Systems Wheel	Slide 10 Slide 11	None	1 min 2 min
Program planning cycle	Slide 12	None	3 min

OHS Requirements			
OHS requirements	Slide 13		<p>Training and Professional Development, 45 CFR §1302.92</p> <p>Training and Professional Development: Understanding the Requirements and answer key</p>
Paint a data picture	Slide 14	None	5 min
Data-informed training	Slide 15	None	3 min
Staff qualifications	Slide 16		<p>Head Start Act Training and Professional Development Requirements: Staff Qualifications</p>
Assessing staff	Slide 17	None	2 min

Individual professional development plans	Slide 18		<p>Training and Professional Development Requirements: Staff Qualifications</p> <p>3 min</p>
The Importance of Hands-on Learning			
Where staff learn	Slide 19		<p>70-20-10 Checklist</p> <p>15 min</p>
Maximize the 90 percent	Slide 20	None	2 min
Adult Learning Theory	Slide 21	None	10 min
Fiscal Considerations			
Fiscal implications	Slide 22	None	3 min

The OHS T/TA System			
OHS T/TA system	Slide 29	None	2 min
	Slide 30		3 min
Closing			
Key messages	Slide 31	None	3 min
Related ECLKC resources	Slide 32	 <p>Early Childhood Education Professional Development: Training and Technical Assistance Glossary*</p>	2 min

*Save paper and share this electronic version: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf

Closing reflections	Slide 33	 <p>Reflective Practice Tool</p>	3 min
Contact PMFO	Slide 34	None	3 min

Let's Get Started

Slide 1

Facilitator Notes:

Welcome participants to the session and introduce yourself. If you have co-facilitators, invite them to introduce themselves, too. Begin the session with an introductory activity to create a positive group climate and begin the engagement process.



Say to Participants: "The Head Start A to Z materials for leaders have been updated to align with the revised Head Start Program Performance Standards, or HSPPS, that became effective Nov. 7, 2016.

"Head Start A to Z, 2.0, emulates the concept of the 'learning organization.' We recognize its key characteristics, including a supportive learning environment, openness to new ideas, and time dedicated for reflection. Each participant has an important role to play in the success of this session. Those with experience remind us where we've come from and what we must do to maintain our identity and uniqueness. New members bring a fresh perspective and remind us what we must do to prepare for the future. All roles are essential for Head Start to be a learning organization that continues to grow and flourish.

"These modules are most successful when they help us share the best of what we have to offer with a strength-based focus. As you engage in this session, we hope you will support one another in the learning process by generously sharing your knowledge, experience, and perspectives."

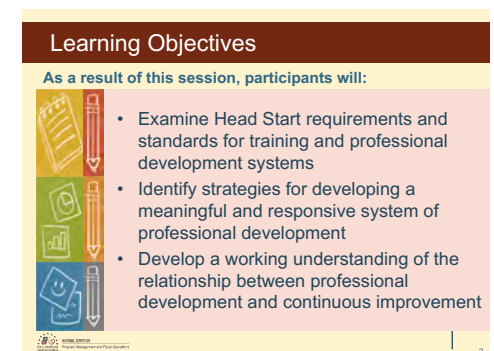
Slide 2

Facilitator Notes:

Distribute the Reflective Practice Tool handout. Review the following learning objectives with participants, reading from the slide or from the bulleted list below.

Say to Participants: "We want to focus for a moment on the learning objectives for this module. As a result of this training, you should be able to:

- Examine the Head Start standards and requirements for training and professional development systems
- Identify strategies for developing a meaningful and responsive system of professional development



- Develop a working understanding of the relationship between professional development and continuous improvement."

Ask if participants have any expectations for learning they would like to add. Write their responses on a flipchart.

Say to Participants: "For the purpose of this session, we are addressing the professional development of staff. However, it is important to remember that regulations do require training and technical assistance, or T/TA, plans to include training for Policy Councils and governing bodies or Tribal Councils."

Direct participants' attention to the Reflective Practice Tool handout.

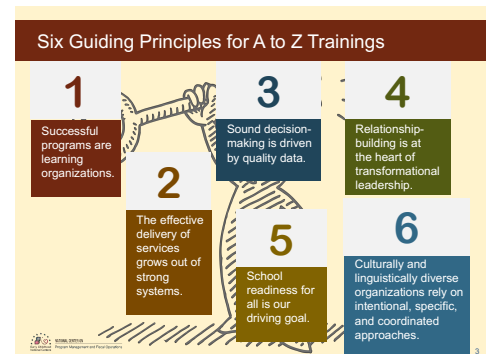
Say to Participants: "At the end of our session, you will be asked to use this Reflective Practice Tool to write down some key thoughts from your learnings. We encourage you to jot down preliminary ideas as we move through the session"

Slide 3

Facilitator Notes:

Distribute the Head Start A to Z, 2.0, Guiding Principles handout.

Say to Participants: "Head Start A to Z, 2.0, is based on six guiding principles. The guiding principles have been aligned with the HSPPS."



"Head Start and Early Head Start directors, managers, and T/TA staff come from all walks of life and employment experiences. Yet, we all share an enduring commitment to providing comprehensive, high-quality early childhood experiences. We also recognize that to promote school readiness and be responsive to the needs of our communities, we must engage in ongoing professional development. Head Start A to Z, 2.0, is designed to provide that support. It offers insight and strategies into the systems that characterize effective Head Start programs. These units of study are built on the following guiding principles."

Review the six guiding principles of Head Start. Each one is described below.

- 1. Successful programs are learning organizations.** Head Start is a dynamic organization with high expectations, values, and traditions. In addition, programs are constantly responding to changing community needs and evolving best practices. To cultivate a learning organization that thrives in this environment, program leaders must support all staff in becoming lifelong learners who embrace challenges as opportunities for collective problem-solving and innovation.
- 2. The effective delivery of services grows out of strong systems.** Program leaders must regularly refine their program's management and fiscal systems. To target community needs and deliver comprehensive services, leaders need to understand systems thinking and view their program through a systems lens. They also need to recognize the relationship between systems, services, and child and family outcomes.
- 3. Sound decision-making is informed by quality data.** Used in planning, evaluating, and communicating information, quality data is integral to cultivating a culture of continuous quality improvement. To this end, it is critical for leaders to establish efficient processes for collecting, aggregating, analyzing, and synthesizing data. This will involve training teachers, home visitors, family advocates, health services workers, and other staff on how to integrate data management into their day-to-day work.
- 4. Relationship-building is at the heart of transformational leadership.** Robust Head Start communities build on authentic relationships among all of their stakeholders, from children, families, staff, and managers to governing bodies, Tribal Councils, and Policy Councils. To cultivate these communities, leaders need to communicate effectively, empower others, foster team-building, and nurture collaboration.
- 5. School readiness for all is our driving goal.** Head Start leaders play an integral role in conceiving and promoting an inclusive vision of school readiness. To support children with diverse abilities and backgrounds to develop the skills, knowledge, and attitudes needed to be successful in school, effective leaders must stay informed on developments in early childhood education. They also must actively collaborate with parents, staff, governing bodies, local education agencies, and community partners in embedding these best practices into services and programming.
- 6. Culturally and linguistically diverse organizations rely on intentional, specific, and coordinated approaches.** To ensure the full and effective participation of dual language learners and their families, Head Start leaders must coordinate program-wide plans that involve all service areas and multiple staff. This includes staying connected to the communities served, implementing targeted strategies, and articulating how programs and services address specific linguistic and cultural needs.

Say to Participants: "In addition to anchoring the content in Head Start A to Z, 2.0, you will revisit these guiding principles in all of the trainings offered by the Office of Head Start's National Center on Program Management and Fiscal Operations."

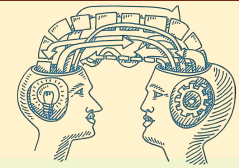
Slide 4

Facilitator Notes:

Have flipchart paper ready. Direct participants' attention to the icebreaker slide.

Say to Participants: "Take three minutes to think about a professional development opportunity you have participated in and how it strengthened your role in your organization."

Icebreaker: Personal Experience



Share one personal past professional development opportunity and how it strengthened your role in your organization.

After three minutes, ask participants to share their experiences with their tablemates. Ask for volunteers from each table to report to the whole group.

Listen for the following types of responses:

- The professional development opportunity challenged me to expand my knowledge of a particular subject.
- It increased my skill set.
- It prepared me for future positions.

Write down the responses on a flipchart.

Say to Participants: "As you reflect on the experiences we've just heard about, think about how they can help you design or improve your program's professional development system."

Slide 5

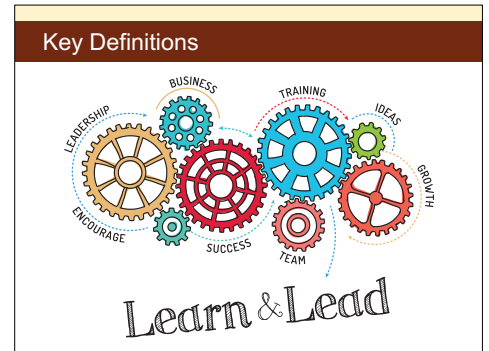
Facilitator Notes:

Distribute the What's the Difference? handout and keep the answer key for yourself.

Say to Participants: "Professional development is the continuous process of acquiring new knowledge, skills, and abilities, along with experience and competencies, that relate to one's career, job responsibilities, or work environment."

"As you can see in the image on the slide, professional development covers a broad spectrum of activities and resources. Professional development opportunities can range from formal college coursework to workshops and conferences. They can also include a variety of learning opportunities that occur on the job."

Ask participants to take a few minutes to complete the What's the Difference? handout. When everyone has finished, review the correct answers using the answer key.

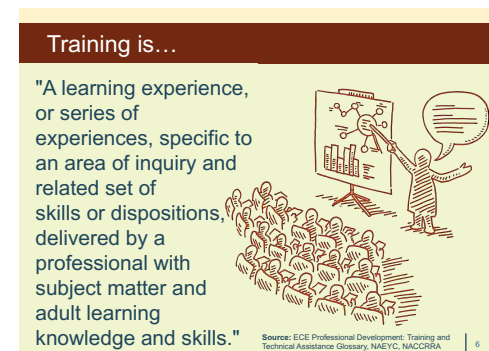


Slide 6

Facilitator Notes:

Read the slide to participants, noting that the definition comes from the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA).

Say to Participants: "In other words, as noted on the handout you just completed, training involves an expert working with individuals to transfer certain types of learning so the trainees grow and refine their skill sets. Next let's look at the definition of TA."



Slide 7

Facilitator Notes:

Read the slide to participants, noting again that the definition comes from NAEYC and NACCRRA.

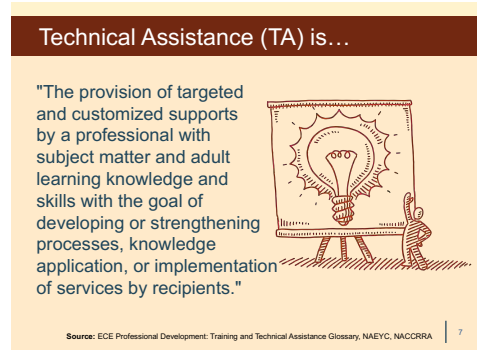
Say to Participants: "In addition to the definition from the slide, we need to also note that TA helps professionals translate theories and information into practice.

"Mentoring, coaching, consultation, advising, and peer-to-peer strategies are types of professional development that can be discrete processes or used as part of education or training programs.

"To be effective, TA should be embedded in the recipient's broader professional development plan. It should also be relationship-based. TA should benefit everyone involved by building positive and respectful relationships.

"Be aware that TA:

- Will vary greatly in intensity and duration depending on needs, responses, and resources
- May be delivered:
 - Face-to-face
 - Remotely
 - In hybrid approaches that utilize both face-to-face and technology-based interactions."

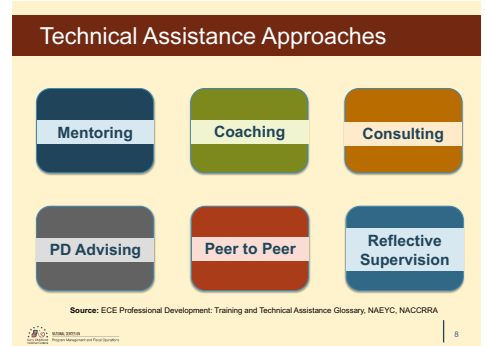


Slide 8

Facilitator Notes:

Distribute the Professional Development Approach Scenario handout.

Say to participants: "Designing a professional development system is a complex and challenging process.



"Programs provide many different supports to meet individual professional development needs. Note the various approaches to TA displayed on the slide. Let's go through them one by one.

- **Mentoring** is a relationship-based process between colleagues in similar professional roles, with a more experienced individual who has adult learning knowledge and skills—the mentor—providing guidance to a less experienced protégé, or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.
- **Coaching** is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role from the recipient. Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors. It's focused on goal-setting and achievement for an individual or group.
- **Consultation** is a collaborative problem-solving process between an external consultant and an individual or group. The consultant will have specific content expertise and experience in teaching adults. Consultation might address a particular topic or help assess and resolve an issue related to the organization as a whole, a program, the staff, or a family or child.
- **Professional development** advising is sometimes referred to as career or professional development counseling. It's a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.
- **Peer-to-peer technical assistance** fosters the development of relationship-based learning and support communities among colleagues who are in similar roles. It is based on the premise that a significant expert knowledge base exists in the field and peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues. Regular and structured group peer-to-peer TA may be called 'communities of practice' or 'professional learning communities.'
- **Reflective supervision** is the practice of meeting regularly with staff members to discuss their experiences, thoughts, and feelings about their work."

Introduce the next activity by telling participants to take about 10 minutes to review the Professional Development Approach Scenario handout. Then, ask groups to discuss how each of the TA approaches described in the handout has worked to support staff and strengthen their program. Encourage participants to share TA approaches they have used in their own programs. After another 10 minutes, ask each table to share an interesting insight from their discussion.

If you prefer a more interactive activity, post six flipchart sheets around the room, each labeled with the name of one of the TA approaches from the handout. After participants have reviewed the handout, ask each person to walk to the TA approach they use most often. Ask the groups congregating at each flipchart sheet to share how they've used that approach, what about it tends to work well, and what does not work well. Next, ask participants to move to the approach they have used least often and have a similar discussion.

Slide 9

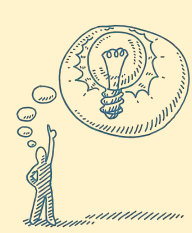
Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "All professional development, whether it involves formal education, training, or TA, should:

- Be designed using evidence-based best practices
- Be consistent with the principles of adult learning
- Be structured to promote linkages between research, theory, and practice
- Address the continuum of young children's abilities and needs
- Respond to each learner's background, including their cultural and linguistic background and ability and the current context of the individual's role and professional goals
- Include resources to ensure access for all

Implementation Considerations



- Reflects evidence-based best practices
- Considers principles of adult learning
- Promotes linkages between research, theory, and practice
- Responsive to each learner's background, experiences, and professional goals
- Includes resources to ensure access for all

Source: ECE Professional Development, Training and Technical Assistance Glossary, NAEYC, NACCRRA

"Professional development is an opportunity for programs to flex their creativity. Of course, ensuring access and implementation across your programs can be challenging. Demographics, changing communities, and multiple languages can create barriers, but they can also create new and exciting opportunities."

Ask participants to share innovative ways their organization ensures access to professional development across its programs. Listen for the following:

- Technology, such as webinars, Skype, or MyPeers
- Communities of practice
- Early Childhood Learning and Knowledge Center (ECLKC) website resources
- Training materials translated from English to other languages

Ask participants how they make sure these training mechanisms are being accessed and are working well for staff.

For instance, participants may say they:

- Follow up with a staff supervisor
- Have created a feedback loop for staff to report back to leadership
- Have made questions about individual professional development a standard part of reflective supervision

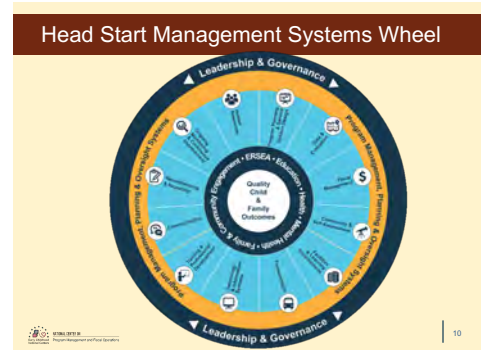
Remind participants that, regardless of their type, all professional development activities should be culturally and linguistically responsive to participants and address generational differences and preferences.

Slide 10

Facilitator Notes:

Direct participants' attention to the slide. Introduce the Head Start Management Systems Wheel and briefly call out each of the management systems, seen in the aqua blue areas of the slide.

Say to Participants: "In Head Start, all of these systems work together to inform and influence the program's service delivery, which you see in the dark blue inner circle. When innovative leadership, strong management systems, and well-designed services are working together, we produce quality child and family outcomes."

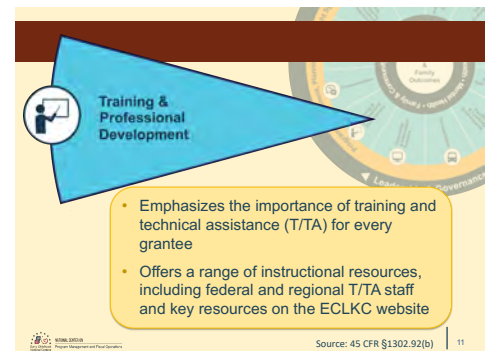


Slide 11

Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "As you see on the slide, training and professional development is one of the 12 management systems. It prioritizes T/TA for all grantees and offers a robust array of resources to help provide that."



Slide 12

Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "Let's spend a moment looking a little more deeply at how training and professional development fits into the program planning cycle, feeding continuous quality improvement. Take a close look at the slide, noting how the various activities work together."

Pause a moment.

Say to Participants: "As you reflect on your program's training and professional development system, ask yourself this overarching question: Are our training and professional development activities helping us move our Head Start program from compliance to excellence?"



Slide 13

Facilitator Notes:

Distribute the Training and Professional Development Regulations, 45 CFR §1302.92 and Training and Professional Development: Understanding the Requirements handouts. Keep the answer key for yourself. Deliver the following material in the form of a mini-lecture.

Say to Participants: "Obviously, our professional development programs need to be aligned with state and federal requirements, including the HSPPS. Throughout this presentation, we're going to be looking at what the Performance Standards require."

"HSPPS 45 CFR §1302.92 states that a program must establish and implement a systematic approach to staff training and professional development. The purpose is to assist staff in acquiring or increasing the knowledge and skills they need. Programs must also provide appropriate T/TA to the members of the Policy Council and governing body or Tribal Council."



The purpose in this case is to ensure that these members are able to understand the information they receive so they can effectively oversee Head Start programs."

Ask participants to take five minutes to scan the regulations handout and to fill in the blanks on Understanding the Requirements. After five minutes, read the statements from the handout one at a time and ask participants to share their answers with the group. Use the answer key to provide and reinforce correct answers.

Slide 14

Facilitator Notes:

Make sets of three index cards for each table using the questions in the script below. Write question number 1 on the first card, question number 2 on the second card, and question number 3 on the third card. Distribute a set to each table so every table has all three questions.

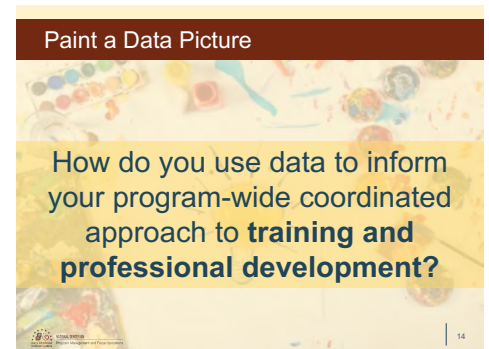
Say to Participants: "The training and professional development system must also be coordinated."

"What does 'coordinated' mean in practice? Let's take a few minutes to imagine what a program-wide coordinated approach to training and professional development would look like in your program."

Introduce the activity by asking participants to work with their tablemates as a team. Each participant should formulate an answer to the question posed on the slide, and then share their response with their team. Then ask each table to work as a team to answer the three questions on their cards:

1. What data does your team identify that will be used to inform a program-wide approach to professional development?
2. Who was involved in designing a program-wide coordinated approach to professional development?
3. How does your program conduct internal monitoring of professional development across your program and who is involved?

Ask each team to report its answers to the group. Track the responses on a flipchart.



Slide 15

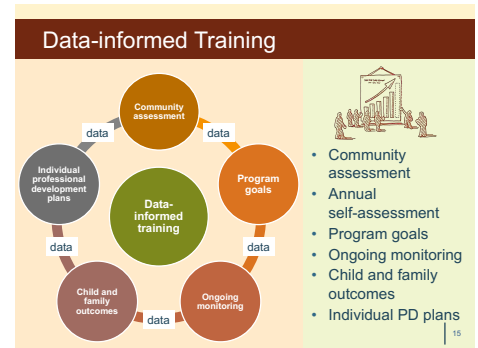
Facilitator Notes:

Deliver the material on this slide in the form of a mini-lecture.

Say to Participants: "As we just noted, to create a truly effective and coordinated training and professional development program, you need to base it on data. Where does that data come from? The major sources are listed on this slide. They are:

- The community assessment and annual update
- The annual self-assessment
- Your program goals
- Ongoing monitoring data
- Child and family outcomes data
- Individual professional developments plans."

Ask participants if you missed any data sources based on the activity completed in the previous slide. If so, chart additional responses.

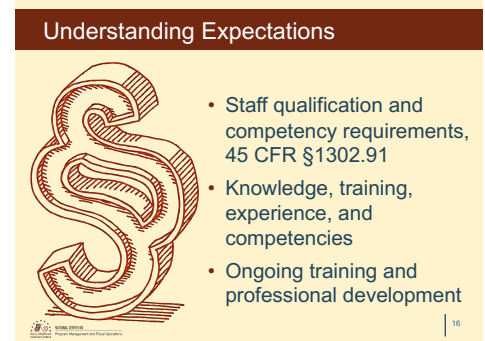


Slide 16

Facilitators Notes:

Distribute the Head Start Act Training and Professional Development Requirements: Staff Qualifications handout.

Say to Participants: "In order to design your plan for professional development, you'll need to know what the Performance Standards and other regulations require in terms of staff qualifications and competencies.



As you can see from the slide, according to the HSPPS, programs must ensure that all staff, consultants, and contractors who are engaged in the delivery of program services have sufficient knowledge, training, experience, and competencies to do their jobs. That means programs must provide ongoing training and professional development for staff. It also means that programs need to continually assess the professional needs of staff so they can respond to them."

Let participants know that the ECLKC can offer support on staff qualification descriptions.

Slide 17

Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "When you think about building the capacity of your staff, start by asking yourself these questions:

- Does our staff reflect the communities we serve?
- How do we assess the strengths and needs of our staff?
- Do our approaches to training meet the needs of our staff?
- How do we support our staff in providing responsive services to our children, families, and communities?"

Ask participants to take five minutes to discuss the questions on the slide with their tablemates. Ask for volunteers to report what they discussed and learned.

Assessing Staff and Building Capacity

- How do we assess the strengths and needs of our staff?
- Do our approaches to training meet the needs of our staff?
- How do we support our staff in providing responsive services?



Slide 18

Facilitator Notes:

Deliver the content on this slide in the form of a mini-lecture.

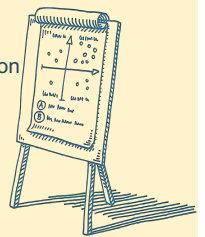
Say to Participants: "We know one size doesn't fit all. That is why the Head Start Act requires programs to create an individual professional development plan for every full-time Head Start employee who provides direct services to children. Each plan needs to be created in consultation with the employee, and plans must be regularly evaluated to see how well they're working to improve or maintain staff job performance.

"Note that these plans can include both internal and external learning activities, such as outside training and coursework along with various kinds of individual TA, like coaching or mentoring.

Individual Professional Development Plans

Individual professional development plans are:

- Developed in consultation with each employee
- Required for all staff who have direct contact with children
- Implemented to the extent feasible and practical



"Finally, while the Head Start Act only addresses individual professional development plans for staff who provide direct services to children, many programs see the value of writing plans for all their staff. Working with every staff person on individual professional development helps create the truly coordinated training and professional development approach you're aiming for."

Ask participants to review the Head Start Act Training and Professional Development Requirements: Staff Qualifications handout and consider the following questions:

- Does your program complete individual professional development plans for all staff?
- What data do you use to support the development of individual plans?

How do you see staff individual professional development plans supporting continuous improvement?

Slide 19

Facilitator Notes:

Distribute the 70-20-10 Checklist handout. Write the scenarios below on index cards, one scenario per card, and place one card on each table.

Say to Participants: "In the 1980s, the Center for Creative Leadership in North Carolina conducted workplace research. Out of that research, they developed a framework called the 70-20-10 Model. This model says that 70 percent of learning comes from hands-on experience; 20 percent from developmental interactions; and 10 percent from formal learning. This framework is now used widely throughout the business world. Its implications are profound because, according to the 70-20-10 Model, a full 90 percent of learning occurs outside formal training settings."



Introduce the next activity by guiding participants to the 70-20-10 Checklist handout. Ask them to read the scenario on their table and team up with tablemates to complete the handout. Give them 15 minutes to finish the exercise, and then ask each table to describe some of the learning exercises they designed.

Scenarios:

- As your program's education manager, you were sent to a coaching training and now need to transfer your new knowledge to your team.

- b. You're a family services manager and need to train your staff in the Nurturing Parent Program, a new parent education curriculum.
- c. You have just finalized a partnership with a local child care agency, and your two organizations need to learn about each other's systems and daily work.

Slide 20

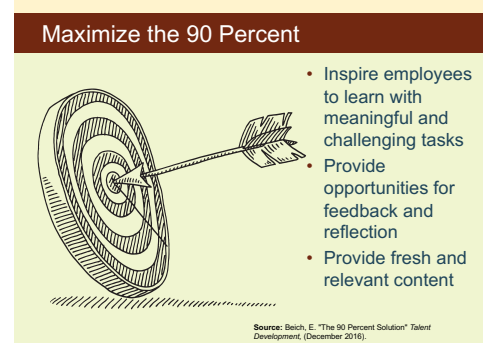
Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "If staff do 90 percent of their learning outside of formal training, how do we make sure they encounter quality learning opportunities in their day-to-day work?"

"On the slide, you see some basic principles. When designing and planning training, programs need to:

- Inspire employees to learn by giving them meaningful and challenging tasks
- Provide opportunities for feedback and reflection
- Provide fresh and relevant content"



Slide 21

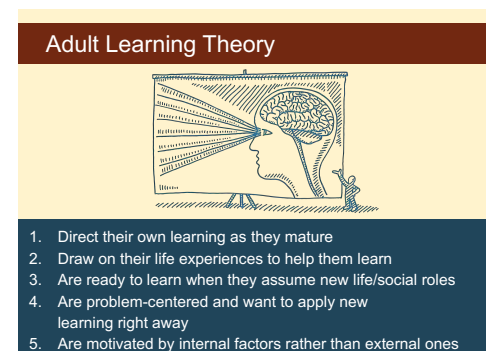
Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "The late Malcolm Knowles, a well-known educator in the 1980s, made some key assumptions about the characteristics of adult learners."¹

"He wrote that adults:

- Begin directing their own learning as they mature
- Draw on their life experiences to help them learn



¹ Teaching Excellence in Adult Literacy (TEAL), *TEAL Center Fact Sheet No. 11: Adult Learning Theories*, <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/adultlearning> (2011).

- Are particularly ready to learn when they assume new life and social roles
- Are problem-centered and want to apply new learning right away
- Are motivated by internal factors rather than external ones

"We can see that assumptions about how adults learn are quite a bit different from our assumptions about how children learn."

Ask participants to take 10 minutes to have a discussion with their tablemates about the adult learning assumptions on the slide. Suggest that they focus on how these factors have come into play in their own personal learning. After 10 minutes, ask for volunteers to share.

Slide 22

Facilitator Notes:

Deliver the material on this slide in the form of a mini-lecture.

Say to Participants: "Of course, programs need to think carefully about the fiscal implications of providing necessary learning opportunities to their staff.

"All programs should have a strong financial management system. In order to build a strong fiscal system, you need to establish:

- Effective communication. Communication goes hand in hand with establishing relationships. You need both if you're going to have effective financial planning and budgeting.

A strong emphasis on using data to make decisions. When you base your decisions on solid data, you will have a clear picture of precisely what resources you'll need to accomplish your program goals and objectives."



Slide 23

Facilitator Notes:

Distribute the T/TA Funds handout.

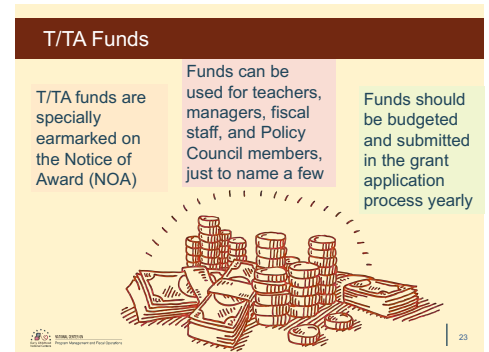
Say to Participants: "The Head Start Act makes training funds available to each grantee.

"These funds, called PA 20 funds, are used for T/TA in Head Start programs. While regular program funds also can be used to pay for T/TA, PA 20 funds are specially earmarked for this purpose.

"PA 20 funds can be used for a variety of types of T/TA by staff and others throughout the organization. For instance, funds can be used to increase the capacity of the program's fiscal staff, to train the Policy Council, or for annual staff trainings.

"When a program is preparing its grant application, it decides how these PA 20 funds will be used and incorporates those funding allocations into its budget proposal. These allocations must be approved by the Policy Council and governing body or Tribal Council, along with the rest of the grant application."

Ask participants to take a few minutes to review the T/TA Funds handout with their tablemates. Ask them to identify how PA 20 funds can be used.



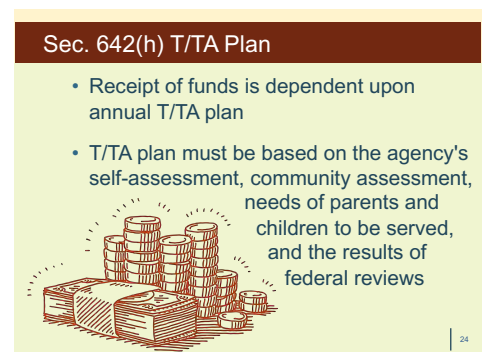
Slide 24

Facilitator Notes:

Deliver the material on the slide in the form of a mini-lecture.

Say to Participants: "How do you actually begin writing your T/TA plan? As the slide indicates, the Head Start Act says that:

- Receipt of program funds is dependent upon having an annual T/TA plan
- The T/TA plan must be based on the agency's annual self-assessment, community assessment, the needs of parents and children to be served, and the results of federal reviews."



Slide 25

Facilitator Notes:

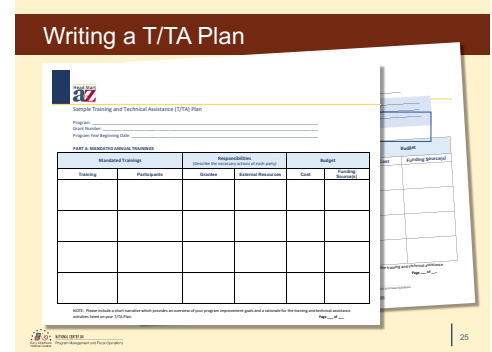
Distribute the Sample T/TA Plan handout.

Say to Participants: "Let's look at a sample T/TA plan. To recap, these plans are used by programs to support activities that ensure you have qualified staff."

"On the handout, you'll see that the sample T/TA plan:

- Includes professional development of staff, volunteers, Policy Council members, and members of the governing body or Tribal Council
- Addresses mandatory training, priorities identified from the program's ongoing monitoring and annual self-assessment, and specific training areas required by the Performance Standards."

Suggest that participants refer back to the Training and Professional Development Requirements: Staff Qualifications handout as they review the Sample T/TA Plan.

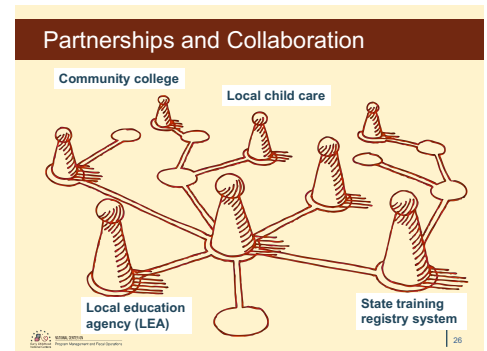


Slide 26

Facilitator Notes:

Tape a flipchart sheet to the wall and distribute sticky notes to each table.

Say to Participants: "As you're developing your T/TA plan, you need to think carefully about partnerships. Partnerships are critical in meeting your professional development goals."



"Program leaders should be aware of the many professional development systems that address national, state, and local standards. There are registries, alliances, and credentialing and licensing organizations, some at the state level and others at the national level. Of course, state-level requirements vary depending on where your program is located, and they will have a major impact on the nature and scope of your professional development program."

"Providing quality training and professional development opportunities for staff has clear fiscal implications for your program. So, it's important that programs seek partnerships with local,

state, and regional entities interested in joint-training opportunities. These partnerships can substantially reduce your costs. Programs should reach out to local colleges and connect training to college credit for their staff whenever possible.

"Note that when you build partnerships, you always need to consider the following questions:

- How is the partnership reciprocal for both entities involved?
- How does the partnership benefit our program?
- Can the partnership be sustained over time?"


Ask table teams to take a few minutes to brainstorm innovative ways they have partnered across their communities to provide professional development activities for their staff. Ask them to write down these approaches on sticky notes and put them on the flipchart sheet you taped to the wall. Each table should report about the ideas they posted.

Slide 27

Facilitator Notes:

Direct participants' attention to the slide.

Say to Participants: "Now, we're going to talk about how to assess the impact of your professional development program. Remember that you need to be assessing your plan in a systematic and ongoing way, both throughout the year and during your annual self-assessment.



Assessing Professional Development

Data Points:

- Continuous quality improvement progress data on goals, objectives, and outcomes
- Program Information Report (PIR) data
- Personnel and staff training files
- Classroom Assessment Scoring System (CLASSSM) scores
- Direct feedback from staff, parents, and community stakeholders
- Training evaluations
- Self-assessment data
- Ongoing monitoring data

"How do you really know if new learning from your professional development program is being put into practice? You have to look at the data, some of which you're already collecting for other purposes and some of which you'll collect just to evaluate these learning opportunities you have created."

Ask participants to review the types of data listed on the slide and name those they have considered most valuable in assessing their professional development opportunities. Ask for specifics about how they have used the data to make changes. If certain sources of data were not selected, briefly discuss them and how they, too, can provide valuable insights.

Slide 28

Facilitator Notes:

Distribute the Does It Make a Difference? Evaluating Professional Development handout.

Say to Participants: "As we've said, to find out if your professional development program has actually supported continuous improvement and improved child and family outcomes, you need to evaluate it.



"In his article, "Does it Make a Difference? Evaluating Professional Development," Thomas Guskey outlines five levels of evaluation and strategies for measurement and assessment at each level. He also suggests ways to use this information to inform change efforts.²

"As you can see on the slide, the five levels are:

- Participant feedback, such as whether staff liked a training and found it useful
- Participant learning, which looks at whether staff acquired new knowledge or skills
- Organizational support and change, which is about whether the organization supported participants to put their new knowledge or skills into practice
- Participants' use of new knowledge and skills, or whether staff really did implement the new learning
- Child and family outcomes, which looks at how the new learning impacted children and their families

"Guskey points out that while we usually evaluate learning activities such as workshops and seminars, we should also evaluate other types of professional development activities. This includes those embedded in day-to-day work, like coaching, mentoring, reflective supervision, professional development advising, and peer-to-peer TA."

Ask participants if they can think of ways to evaluate the kinds of learning activities that are embedded in day-to-day practice, and ask volunteers to share their ideas.

Then, ask participants to break into teams of three to four to review Does it Make a Difference? Evaluating Professional Development. Ask them to discuss how the types of evaluation

² Guskey, T. Does It Make a Difference? Evaluating Professional Development, (2002).

Guskey proposes could be used in their programs. Tell them they will have 15 minutes to complete this exercise.

After 15 minutes, solicit volunteers to report to the wider group.

Slide 29

Facilitator Notes:

Deliver the following information in the form of a mini-lecture.

Say to Participants: "We said earlier that we would dive a little deeper into OHS' T/TA System.

"The first thing to note is that this assistance is available to grantees free of charge.

"There are currently four types of regional T/TA specialists: grantee specialists, early childhood specialists, health specialists, and systems specialists.

"Requests for services go through your Regional Office or your regional T/TA coordinator."

T/TA System

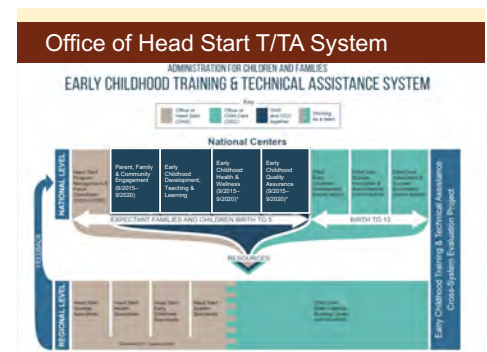
- The T/TA system is free to grantees
- There are currently four types of T/TA specialists
- Requests for services go through the Regional Office or the T/TA coordinator

Slide 30

Facilitator Notes:

Guide participants' attention to the slide.

Say to Participants: "Let's look a little more at how the OHS T/TA system is structured. You can see on the slide that the system consists of three levels: national, regional, and grantee. You'll find the PMFO Center at the national level.



"Each level has distinct and unique functions, but they're designed to complement each other. As a whole, the goal of the T/TA system is to strengthen the quality of grantee services and improve child and family outcomes.

"Now I'd like to hear from you. How have you used the T/TA system?"

Note responses on the flipchart and point out any emerging themes.

Slide 31

Facilitator Notes:

Deliver this wrap-up material in the form of a mini-lecture.

Say to Participants: "To wrap up, let's review key takeaways.

"In this session, we learned that programs' training and professional development efforts must be:

- Data-informed
 - Systematic and multi-faceted
 - Effective in supporting quality programming and improved child and family outcomes."
-

Key Messages

A data-informed training and professional development system supports ongoing continuous improvement.

Programs must use a systematic, multi-faceted approach in designing and implementing training and professional development.

Training and professional development supports quality programming and improved child and family outcomes.

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Slide 32

Facilitator Notes:

Distribute the Early Childhood Education Professional Development: Training and Technical Assistance Glossary handout, or save paper and share the [online version](#).

Say to Participants: "Take note of the foundational resources listed on the slide. Foundations for Excellence is a comprehensive resource for Head Start planning and continuous improvement. The Head Start Policies and Regulations section of the ECLKC includes the HSPPS and the requirements set forth in the Head Start Act of 2007. It also contains Program Instructions (PIs) and Information Memoranda (IMs), through which OHS offers program direction and implementation help. More guidance is available to programs through their federal program specialist.

Related ECLKC Resources

Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition
<https://eclkc.ohs.acf.hhs.gov/program-planning/article/foundations-excellence-guide-five-year-planning-continuous-improvement-2nd>

Professional Development-to-Go
<https://eclkc.ohs.acf.hhs.gov/professional-development/article/professional-development-go>

Head Start Policy and Regulations
<https://eclkc.ohs.acf.hhs.gov/policy>

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Slide 33

Facilitator Notes:

Guide participants to the Reflective Practice Tool handout.

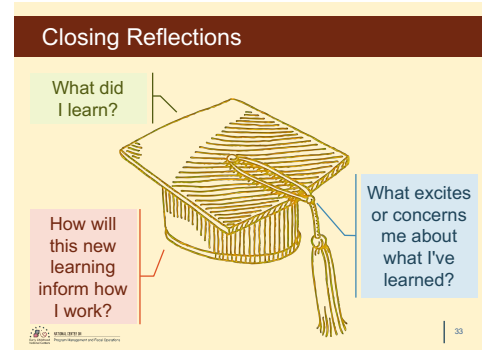
Say to Participants: "Now it's time to turn inward to reflect on what we have learned and what we will do with this information."

"Using the handout, take a few minutes to reflect and write down your thoughts about:

- What you have learned
- What excites or concerns you about what you have learned
- What you plan to do with what you've learned."

Ask for volunteers to share their responses aloud, and process the activity using the following questions:

- What themes did you hear?
- What insights do you need to remember?
- How can you use these insights?



Slide 34

Facilitator Notes:

Review PMFO contact information.