



Speaking a Common Language to Make Greater Impact:

An Introduction to the revised Training and Technical
Assistance Glossary



Presenters



Shannon Cameron Quinn

*Early Care and Education
Specialist, CCAoA*



Kandi Novak

*Early Care and Education
Specialist, CCAoA*

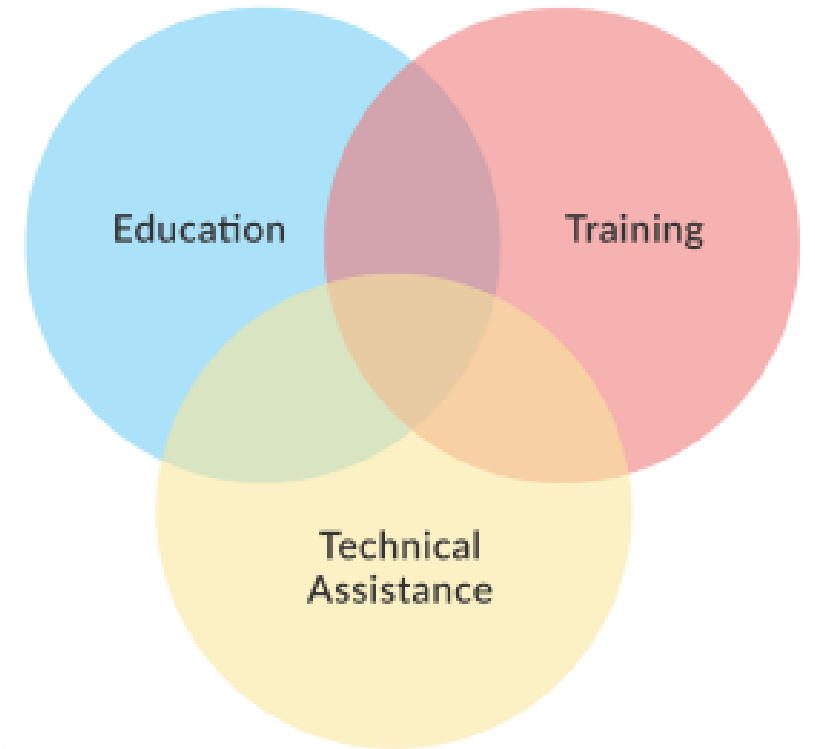
Agenda

- Welcome & Introductions
- What is Professional Development?
- Training & Technical Assistance Glossary
- Technical Assistance Modules
- Wrap Up and Closing



What is Professional Development?


Professional Development





Core Guidelines for Professional Development

- Incorporates principles of adult learning.
- Uses evidence-based practices.
- Incorporates developmentally, culturally and linguistically appropriate practices and responds to each learner's backgrounds.
- Addresses the developmental continuum of young children's abilities and needs.
- Engages ECE professionals to reflect on personal biases, grow cultural and linguistic competence, and support effective work with children and families from various backgrounds.
- Is planned and facilitated by PD professionals that foster a culture of diversity, equity and inclusion.
- Use Universal Design for Learning (UDL) principles which provide learners with multiple ways to access PD content and demonstrate what they know.



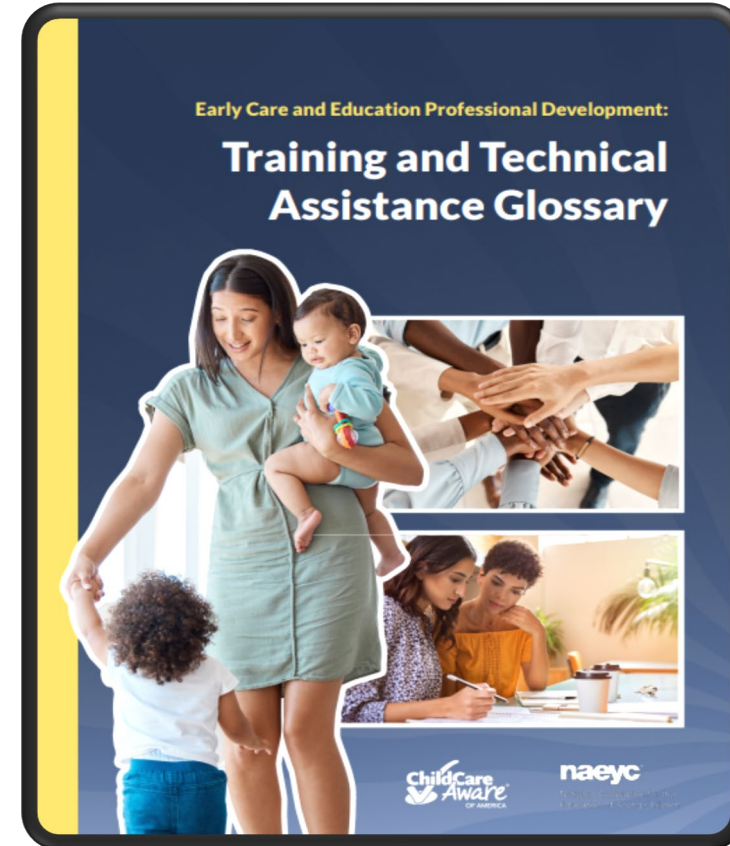
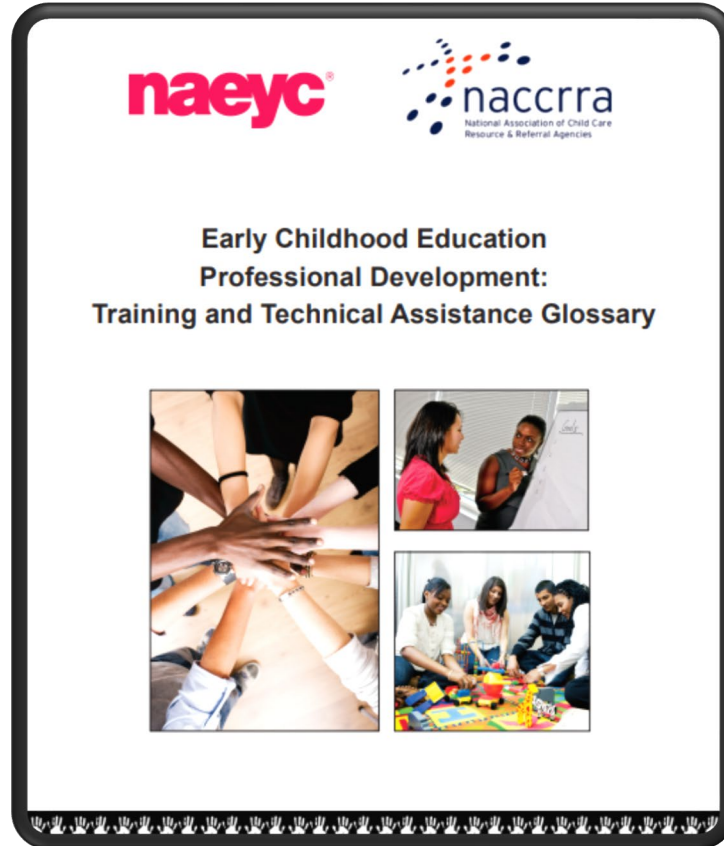
What are the key components of your agency's professional development framework for the ECE workforce?

Training and Technical Assistance Glossary

Early Care and Education Professional Development



What is the Glossary?



The Updates

- Rebranding to CCAoA.
- Addition of an Executive Summary.
- Enhancements to the Education section.
- Addition of language to reflect the NAEYC's Unifying Framework.
- A new section and appendix on defining Professional Learning Communities such as PLCs, CoPs, Cohorts, Networks/Hubs, and Collaboratives.
- A new section on methods and modalities of PD.
- A new appendix on the categories of PD.



next sections of the glossary.

Education



Definition: Formal education for the field is offered through a state-approved, professionally accredited secondary school, college or university.

This education is delivered by professionals who meet qualifications required by the state, accreditor and institution and occurs between teachers, faculty and students. Completion of course work or a program requires satisfactory performance on content standards or outcomes-based assessments and results in a recognized education credential such as a diploma, postsecondary certificate, associate's degree, baccalaureate degree or graduate degree.

FOCUS

- Excellence in the preparation of early childhood professionals
- Attainment of postsecondary education and credentialing of early childhood educators and leaders. A pipeline of potential educators and leaders across our nation.

RELATIONSHIPS

- Education is strengthened by trusting and respectful interactions. Participants value each other as resources for learning.

PROCESS

- Planned and conducted based on the standards of the profession and an assessment of individual, group and/or system needs.
- Follows adult learning and UDL principles, including interactive learning activities, exercises and instructional aides (handouts, audiovisuals and other components of instruction) to teach the content that supports the defined outcomes.
- Includes an evaluative component that gauges the effectiveness of the course, including the resulting increase in participants' knowledge or capabilities.

DURATION

- Occurs over the course of a series of class sessions as assigned by the instructor of the course.

DELIVERY

- May be delivered through face-to-face, virtual, technology-based or hybrid methods.

A Professional Preparation Program, as compared to training or a training program, is a

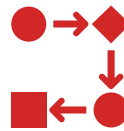
Features of Education



Focus



Relationships



Process



Duration




Delivery

Education- Defined Related Terms

- Articulation
- ECE I, II and III Professional Preparation Programs
- Child Development Associate (CDA) Credential™
- Early Childhood Apprenticeship
- Early Childhood Student Teaching





What does your current onboarding process look like for staff for training and TA practices?

Training



Definition: A training or training program is a learning experience, or series of experiences, that addresses a specific area of inquiry or related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.

Characteristics of Training

FOCUS

- Part of PD that builds or enhances the knowledge and competencies of ECE professionals.
- Training sessions and programs can focus on information dissemination; comprehension of content; application of knowledge or skills, and related attitudes and dispositions; analysis or synthesis of content; or a combination of these.

RELATIONSHIPS

- All training is strengthened by trusting and respectful interactions.

Characteristics of Training (continued)

PROCESS

- Planned and conducted based on the standards of the profession and an assessment of individual, group and/or system needs. Standards, needs assessment and other evidence are also used to define learning outcomes for training session(s).
- Follows adult learning and UDL principles, including interactive learning activities, exercises and instructional aides (handouts, audiovisuals and other components of instruction) to teach the content that supports the defined outcomes.
- Includes an evaluative component that gauges the effectiveness of the training session/program, including the resulting increase in participants' knowledge or capabilities.
- Completion of training programs can lead to participants' assessment for award of the Child Development Associate (CDA) Credential or other state-approved credential, continuing education units (CEUs), clock hours or certification. In some instances, participants who successfully complete a training program are awarded credit hours or may qualify for college credits. Trainers and/or their training content may need to meet specific approval requirements in order for participants to be awarded CEUs, clock hours or other state-required documentation.
- Should be embedded in the recipient's broader PD plan.

DURATION

- Can occur one time or in a series of sessions (training program).

DELIVERY

- May be delivered through face-to-face, distance, technology-based or

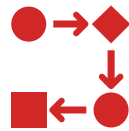
Features of Training



Focus



Relationships



Process



Duration



Delivery

Training- Defined Related Terms

- Onboarding Training
- Preservice or Initial Training
- Inservice of Ongoing Training



Technical Assistance



Definition: TA is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients.

Characteristics of TA

FOCUS

- Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.
- *Mentoring, coaching, consultation* and *peer-to-peer TA* (defined below)

Characteristics of TA (continued)

PROCESS

- May include combinations of information and resource dissemination and referrals, coaching, mentoring, consultation and PD advising, peer-to-peer TA, and other forms of support.

DURATION

- Levels, intensity and duration vary, depending on needs, responses and resources.

DELIVERY

- May be provided face-to-face or through distance, technology-based or hybrid methods.



Importance of TA as part of PD

Quality Technical Assistance

Quality Learning

Quality Early Care & Education

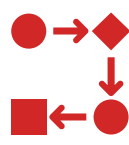
Features of Technical Assistance



Focus



Relationships



Process



Duration



Delivery

Effective TA

- Built on strong and trusting relationships
- Collaborative partnership
- Individual needs
- Strength-based & customized
- Results driven
- Assessment & feedback



TA Strategies

- Mentoring
- Coaching
- Consultation
- Peer-to-Peer TA
- Professional Learning Communities




Methods and Modalities

Methods

- Face-to-face
- Technology supported
- Asynchronous
- Synchronous
- Blended or Hybrid

Modalities

- Visual Learning
- Auditory Learning
- Kinesthetic Learning
- Tactile Learning

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- In what ways might you utilize the ECE Training and TA Glossary for onboarding staff?
 - How might the ECE Training and TA Glossary enhance your agency's PD practices?

Learning Management System (LMS): Technical Assistance (TA) Modules



Series of Four (4) TA
Modules



Scan to access our
Technical Assistance
Modules



Lay the foundation
of TA



Highlights recommended
best practices for providing
TA



Benefits CCR&Rs with
their onboarding
process for Technical
Assistance Specialists

PD Companion Guide for CCR&Rs

Develop

- Develop a common understanding of the meaning of professional development (PD) in early childhood and the various approaches to implementing PD activities.

Understand & Facilitate

- Understand and facilitate the development of professional development.

Assist In

- Assist in recognizing various PD approaches and matching these approaches to learning opportunities.

Evaluate

- Evaluate the effect that PD has on professional practices to support shared understanding



Goals

Using this common understanding will help your organization and those who access your CCR&R services to:

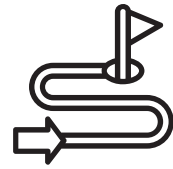
- Understand and facilitate the development of PD.
- Assist in recognizing various PD approaches and matching approaches to learning opportunities.
- Evaluate the effect that PD has on professional practices to support shared understanding.



Use of Guide

- Use with providers and programs
- Tool for onboarding and training CCR&R staff
- Quick reference pages on PD definitions, methods and methodologies





Walk Through

Designing a Professional Development (PD)
Roadmap.pdf (childcareaware.org)



Professional Development Companion Guide for CCR&Rs



**Designing a Professional
Development (PD) Roadmap**



learnmore@usa.childcareaware.org