1. Descriptive Information

Breakout Session D4- Using Technology for the Professional Development of Infant and Toddler Caregivers and Teachers Infant and toddler caregivers and teachers often have few opportunities for sustained and formal professional development. Innovative uses of technology can allow for cost-effective and convenient modalities to deliver professional development to infant/toddler teachers and caregivers, particularly those in hard to reach settings (e.g., home-based and/or rural). This interactive, discussion-based session will highlight three ongoing projects as part of a broader conversation with the audience about the strengths and challenges of designing technology-based and technology-enhanced professional development for the infant/toddler workforce.	**Facilitator** • Tricia Haley, Administration for Children and Families **Presenters** • Sarah LeMoine, ZERO to THREE • Louisa Tarullo, MPR • Bethanie Van Horne, University of Texas **Discussant** • n/a **Scribe** • Brenda Miranda, Child Trends

2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)
- Slides
- CLI Engage Birth to 5 Resources handout
- Zero-to-three Critical Competencies for Infant-Toddler Educators brochure

3. Brief Summary of Presentations

- **Summary of Presentation #1: ZERO to THREE Critical Competencies for Infant-Toddler Educators, Sarah LeMoine, ZERO to THREE**
    - o Zero-to-Three has developed a critical competencies model comprised of 4 components:
        - ▪ Reflection tool
        - ▪ Professional development modules (forthcoming)
        - ▪ Training opportunities (e.g., training-of-trainers)
        - ▪ Customized technical assistance
    - o Developed due to the reality that the infant-toddler workforce is disenfranchised and under-resourced
    - o The suite of product supports three critical competency areas:
        - ▪ Socioemotional development
        - ▪ Cognitive development
        - ▪ Language and literacy development
    - o Current status: The reflection tool is being piloted and in-person training and modules are in development
        - ▪ Reflection tool is very discrete in describing where providers are at
    - o Based on a multi-level approach
        - ▪ Systems
        - ▪ PD providers and faculty
        - ▪ ECE programs
        - ▪ Infant-toddler educators

- **Summary of Presentation #2: Q-CCIIT PD Tools Project, Louisa Tarullo, Mathematica Policy Research**
    - o Q-CCIIT
        - ▪ Focus on quality of caregiver-child interactions that support:
            - • Socioemotional development
            - • Cognitive development
            - • Language and literacy development

- Psychometric test
  - Evidence of reliability and validity
- Future study, in progress
  - Design and conduct field test of web-based professional development tools aligned with the Q-CCIIT
- Q-CCIIT PD Process
  - Shared knowledge between caregiver and professional development provider
  - Provider supports caregiver in identifying goals that are specific to them
  - Development of an action plan, followed by practice and self-reflection
- Online delivery system (still in design phase)
  - Q-CCIIT PD tools organized in modules
  - Rooted in the caregiver-professional development provider relationship
  - Links to resources
  - Discussion board
  - Linked to goal areas, but also other granted access to other areas
  - Sample module materials: interactive media presentation, activities, reflective exercises
  - Current status: Working to design and conduct the field test of this system

- **Summary of Presentation #3: CLI Engage: Integrated Digital Tools for All Caregivers of Children Birth to 5 years, Bethanie Van Horne, University of Texas**
  - Created and pilot tested CLI Engage—an online professional development platform
    - Professional development resources
      - Courses
      - Learning management system (hours, certificates)
      - Activity collections
      - Video-based coaching
    - Data-driven instructional tools
    - Areas of expansion
      - Home resources
      - Infant-Toddler Resources
      - Texas Kindergarten Entry Assessment
  - Currently, enhancing tools, developing new tools, and integrating the tools that are currently available

4. **Brief Summary of Discussion**
   - **What works well about remote access/technological options?**
     - Increases accessibility to rural areas
     - **Challenges?**
       - Issues related to ensuring the tools are accessible across platforms (e.g., computers, ios, android, other cell phones)
       - Issues related to internet accessibility
       - Video confidentiality issues, as teachers may be reluctant to share a video of their teaching practices, in these cases trust is critical
       - Building multiple professional development pieces at once, while also tweaking existing pieces to meet caregiver needs
       - Too many options, don't want to rely solely on traditional methods (e.g., slides), but instead would like to strike a balance that reaches most learning styles but is not overwhelming
   - **How do you build in evaluations of these tools when constant revisions are needed?**
     - It is an iterative process, therefore different types of evaluation activities are integrated at different phases (e.g., first step is conducting a feasibility study to determine whether the concept work, but may roll out with a more rigorous evaluation at the end)

- o It's important to be clear on what the goals are for providers. The first goal is to measure changes on knowledge as that is what is being largely targeted. You don't want to measure changes in practice right away, as this may be a more distal goal.
- **Will any of the training lead to a degree, certificate, or credits?**
  - o CLI engage: Clock hour certificate is provided and the professional development tools are aligned with CDA program, so providers can get hours towards CDA fulfilled; goal is to get it rolled into a higher education credit; courses are free
  - o Q-CCIIT: Currently considering this issue, don't want to burden providers
  - o Zero-to-Three: Providers can earn continuing education credits or three course credits
- **How important is this developmental information for providers serving young children? Can they just engage in the activities?**
  - o Pride in your knowledge and understanding the why of what you do is very important to the professionalization of the workforce
  - o Intentionality is what makes an excellent teacher, need to understand the rationale and basics of child development
  - o Core knowledge and competencies are needed
  - o People have very unrealistic expectations of what kids can and can't do; important to identify children who are very behind (and even advanced)
- **What is the incentive, as a provider, to engage in professional development activities?**
  - o QRIS research has taught us that public recognition goes a long way
  - o Tie CDA credits to high school courses—DC has a program where HS students can graduate with a CDA
  - o Challenges
    - Have tried different recruitment: pizza parties, jamboree, postcards, but these activities are taxing
    - Expectations are high and pay is very low (e.g., $7.50/hr), so there is high turnover, not only in the professional development activities, but in the profession as a whole
      - Lose teachers even when they are paid $1,000 to participate in CLI Engage's 3-year professional development program
- **What are the specific caregiver/teacher traits you are targeting training to?**
  - o CLI Engage: not thinking of it as a course, instead as a suite of tools, therefore the use is guided by the caregiver, use adult learning theory when designing tools
  - o Zero-to-three E-learning
    - Younger and older professionals are the two groups being targeted
      - Catering to the younger educators: making it more app-like and less traditional, engaged in an interactive manner, story-based
      - Caregivers/teachers can pick a suite that resonates with them
- **What is going to engage caregivers and teachers to engage in the modules and not click off?**
  - o Responsive content pages that look good on any device (i.e., computer, phone)
  - o CEs and credits are tied to completion
  - o Don't want it to be homework, but there are reflection activities
- **How do we get teachers/providers to engage in progress monitoring?**
  - o Progress monitoring provides tools that caregivers/teachers can use and hand over to parents
  - o When college students, in ECE higher education programs, complete assessments on infant/toddler children, students always note that they notice much more growth through this process than they would otherwise; recognizing how competent infants and toddlers are is a goal in itself
- **What is the threshold for passing these modules?**
  - o 80% is a common threshold others are using, some report allowing multiple attempts so long as these are a few days apart; however, there is no specific rationale for why
    - May use some qualitative methods to determine how well that threshold worked
  - o Q-CCIIT: not focused on passing. Focus on improvement rather than high stakes testing of skills.