

Professional Development 101: The Basics – Part 2

A Professional Development Series from the
CDC's Division of Population Health
School Health Branch

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DELIVER

SUPPORT
EVALUATE

Section One:

INTRODUCTION

Fostering

Professional Development **PRACTICES**



Welcome



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Purpose

Professional development practices strengthen education delivery and increase skill-building capacity.

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**POPULATION
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Leading the way to a healthier future.



RMC Health
Transforming Professional Learning

Learning Objectives

1. Describe three professional development practices.
2. Describe characteristics of effective use.
3. Identify strategies to support each professional development practice.

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Section Two:

PROFESSIONAL DEVELOPMENT PRACTICES

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Sustain, Design, Market

- **Sustain** a Professional Development Infrastructure
- **Design** Professional Development Offerings
- **Market** Professional Development Services



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Deliver, Follow Up, Evaluate

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Section Three:

DELIVER PRACTICE

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Deliver Professional Development

DELIVER

- Execution phase
- Opportunity to impact learning and create change
- Delivered in a variety of ways

Adult Learning Principles Revisited

- Experience is respected and built upon
- Safe and supportive learning environment
- Opportunities to practice skills and apply new knowledge



Training Versus Facilitation

Training

- Unknowns to knowns
- Pre-established objectives
- Specific set of skills or knowledge

Facilitation

- Knowns to unknowns
- Work toward outcomes
- Open discussion in safe environment

Distinctions Between Trainers and Facilitators

Trainers	Facilitators
1. Give information and skill	1. Provide nurturance
2. Direct learning	2. Guide interaction
3. Operation from specified outcomes	3. Operate from an overarching goal and a vision of possibilities
4. Have an established timeframe	4. Have an undetermined timeframe
5. Plan the sequence to achieve the outcomes	5. Have a repertoire to draw from, but no predetermined plan
6. Are cognitive	6. Are intuitive
7. Use an <i>a priori</i> design	7. Use an <i>in media res</i> design
8. Move from known to unknown	8. Move from unknown to known

Killion, J.P., Simmons, L.A. "The Zen of Facilitation." Journal of Staff Development. Summer 1992, Vol. 13, No. 3, pp. 2-5.

Characteristics of Effective Delivery



Re-Energize and Engage

- Take a break
- Change the pace
- Move on



Team-Teaching or Co-Facilitating

- Clarify roles
- Agree on when and how to give feedback
- Develop communication signals
- Intervene when necessary
- Have open communication

Key Strategies

1. Provide an environment conducive to learning.
2. Use qualified professional development providers.
3. Collect evaluation data.



Learning Activity One:

REVIEW OF DELIVER PRACTICE

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Section Four:

FOLLOW-UP PRACTICE

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Provide Follow-Up Support

- Knowledge and skill levels become strengthened
- Planned during design phase
- Intentional

Follow-Up Support Plan

- Summary
- Detailed description of support activities
- Action plan
- Detailed timeline



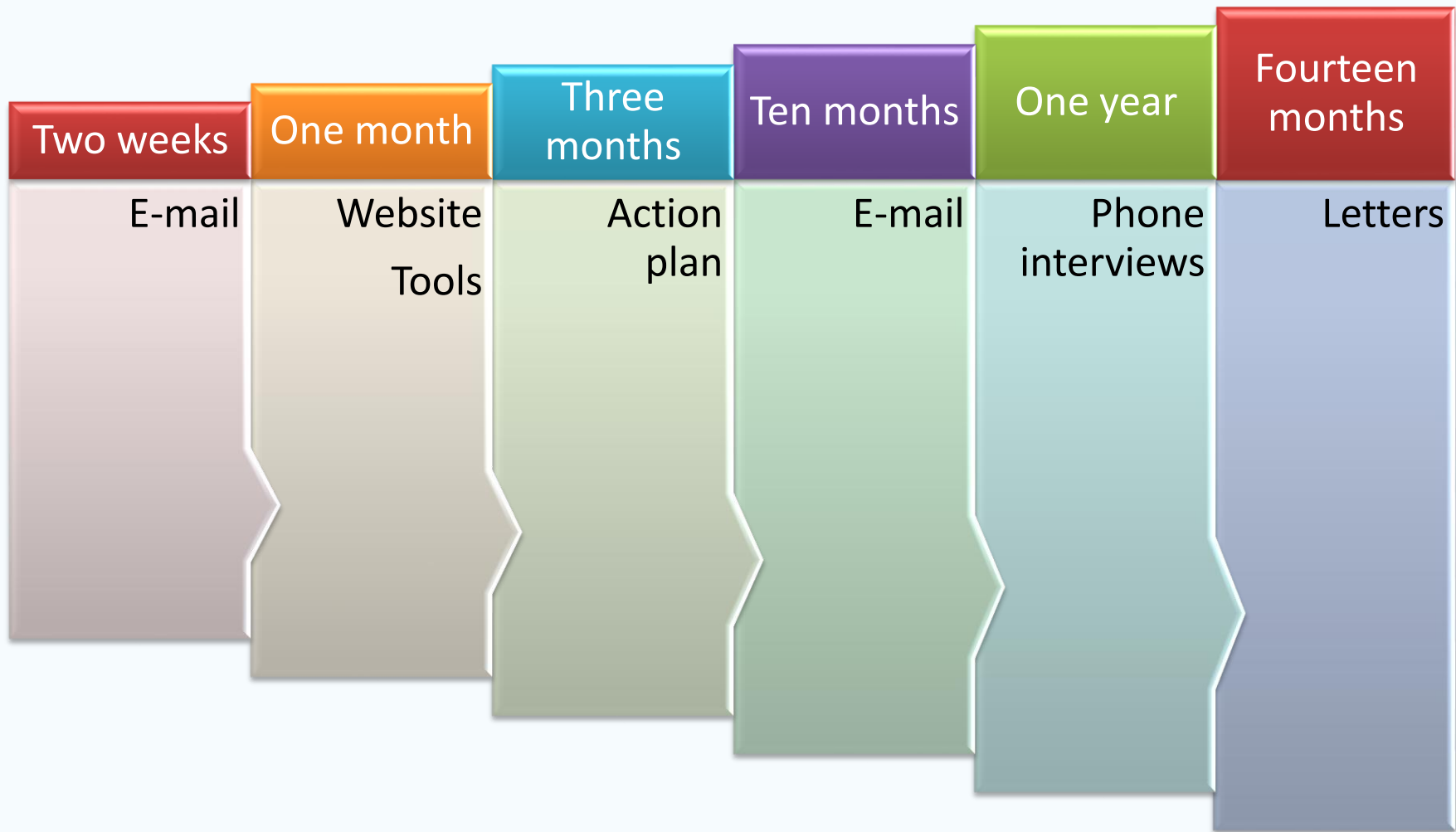


Professional Development Follow-Up Support —The Continuum—

This continuum represents a variety of follow-up options and provides a rough estimate of cost and time expenditure. The continuum was created with the assumption that the service (PD) provider is an outside consultant/source. Cost and time will, of course, depend on distance from training participants, travel and equipment costs, etc.

Low Cost Minimal Time		High Cost Time Intensive		
Email communication Send to individual participants or the group. Send reminders or motivators at intervals after the PD event. Include action step reminders.	Establish learning partners Build peer support system with assigned intervals for communication. Facilitator sends reminders and discussion ideas.	Facilitate conference calls Conference call with individual participants or entire group. Share successes and resources; troubleshoot barriers.	Facilitate booster sessions On-site or distance (web-based or video-conference).	Provide on-site coaching and mentoring Facilitator coaches and mentors individual participants on skills learned during event.
Send "Letter To Myself" Generated by each participant during event and placed in self-addressed, stamped envelope. Facilitator sends to participants 3–6 months post-event.	Send electronic newsletters Email a newsletter to participants related to the training content.	Conduct telephone follow-up support with individual participants Provide technical assistance to individual participants based on identified needs.	Provide site visits Facilitator travels to site to provide technical assistance on overcoming barriers to implementation.	Organize critical friends or teacher support groups On-site or distance (web-based or phone/video-conference).
Provide follow-up support request forms Provide forms during PD event. Invite participants to complete and submit a form. Facilitator follows up on individual requests.	Facilitate ongoing email discussion group/ message boards Non-moderated.	Facilitate on-line discussion groups/ message boards Moderated.	Conduct walk-through Facilitators observe participants in their work setting using skills acquired in training.	Conduct on-site participant observations with feedback Facilitator observes participants implementing skills learned at PD event and provides structured feedback.
Establish learning partners During event, partners create a plan to check in with each other regarding successes and barriers.	Mail communication Send reminders or motivators at intervals after the PD event. Include action step reminders.	Mail printed newsletters Mail a printed copy of a newsletter that addresses training content to participants.	Mail packages Send artifact/take-away related to training theme with a message that reminds or motivates.	Facilitate advanced levels of training Provide higher level, more complex training to all participants.
Meeting with training materials Ask participants to set aside a meeting time in their calendars two weeks after the training to review training materials, resources, and their action plan.	Send e-surveys Survey participants regarding barriers and challenges. Provide needed support based on input.	Provide a podcast Send a post-training podcast that reinforces training content.	Establish peer mentoring/ coaching process Provide process for peers to mentor one another on-site.	Establish "Professional Learning Communities" Provide process for collective learning among participants to reinforce transfer of learning.

Hypothetical 14-Month Plan



Key Strategies

FOLLOW-
UP

Groups:

1. Plan for follow-up support in the design phase.
2. Share expectations.
3. Provide support.

Technical assistance:

1. Plan for follow-up support in the design phase.
2. Schedule follow-up support.
3. Provide intentional follow-up support.



Learning Activity Two:

REVIEW OF FOLLOW-UP PRACTICE

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Section Five:

EVALUATE PRACTICE

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Evaluate Professional Development Practices

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- Systematically monitoring and evaluating professional development events
- Collecting data
- Using data to improve future efforts

Data

- Uses
 - For future professional development planning
 - To make revisions to technical assistance protocols
 - To report success
- Collection methods
 - Pre- and post-questionnaires
 - Evaluation forms



Pre- and Post-Questionnaires

- Two questionnaires
 - Pre-questionnaire on a set of items before training
 - Post-questionnaire on same set of items using same rating scale at end of training
- Difference in responses represents effects of training



Retrospective Method

- One questionnaire
 - Assessment of before and after knowledge or skill level
 - Completed at end of training
- Lessens the probability of bias

Guidelines for Design

- Use concise instructions
- Place the pre-training question first
- Format the questionnaire in a way that helps respondents

Evaluation Forms

- Quantitative responses
 - Direct questions
- Qualitative responses
 - Open-ended questions



Guidelines for Design

- Clear response options
- Standardized response categories and scales
- Avoidance of biased words, phrases, and jargon
- Response options linked to a single issue

Key Strategies

1. Develop plan.
2. Create evaluation instruments.
3. Collect data.



Learning Activity Three:

REVIEW OF EVALUATE PRACTICE

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Section Six:

CONCLUSION

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Summary of Professional Development Practices

- **Sustain** a PD infrastructure
- **Design** PD offerings
- **Market** PD services
- **Deliver** PD offerings
- **Follow up** with support
- **Evaluate** PD processes

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Professional Development 201: From Basic to Dynamic

- Adult learning principles
- Facilitation tips
- Webinar development





Real-World Application:

PRACTICES TO IMPLEMENT

Conclusion

Thank you for your participation in

Professional Development 101: The Basics

Evaluation

Please let us know what you thought!

<https://orausurvey.orau.org/n/PD101b.aspx>

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