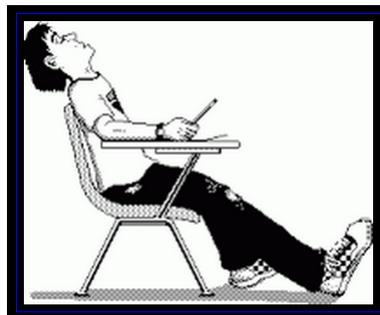


Professional Development Matters

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**The big question: Can I keep you
engaged?**



Agenda

- Defining Professional Development (7 min)
- Learning Targets (8 min)
- Adult Learning Methods (15 min)
- Tools & Techniques (30 min)
- Discussion (30 min)

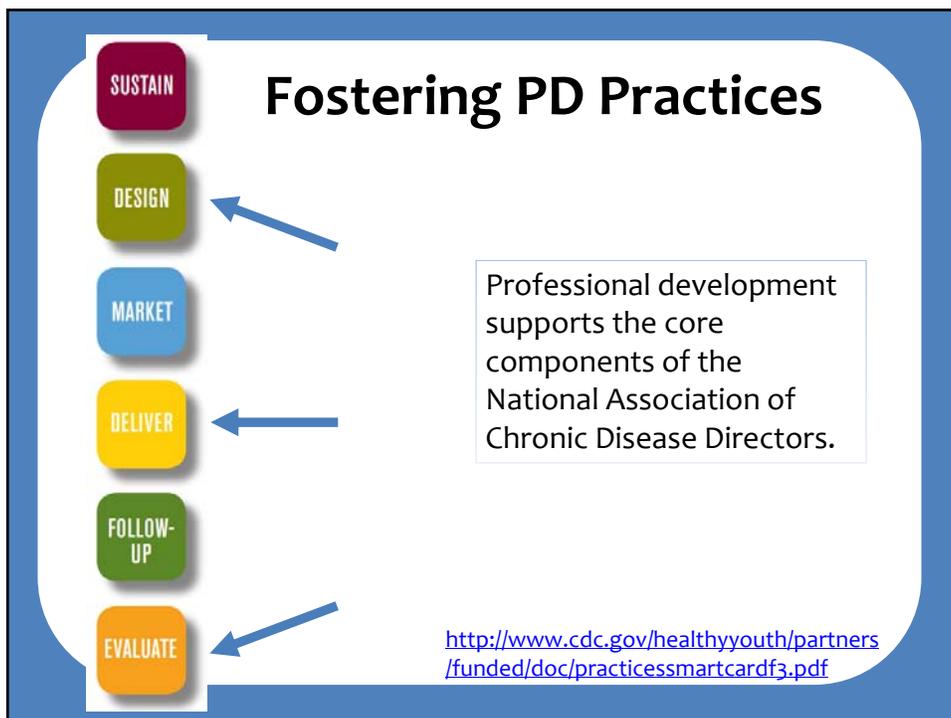
Today's Learning Targets

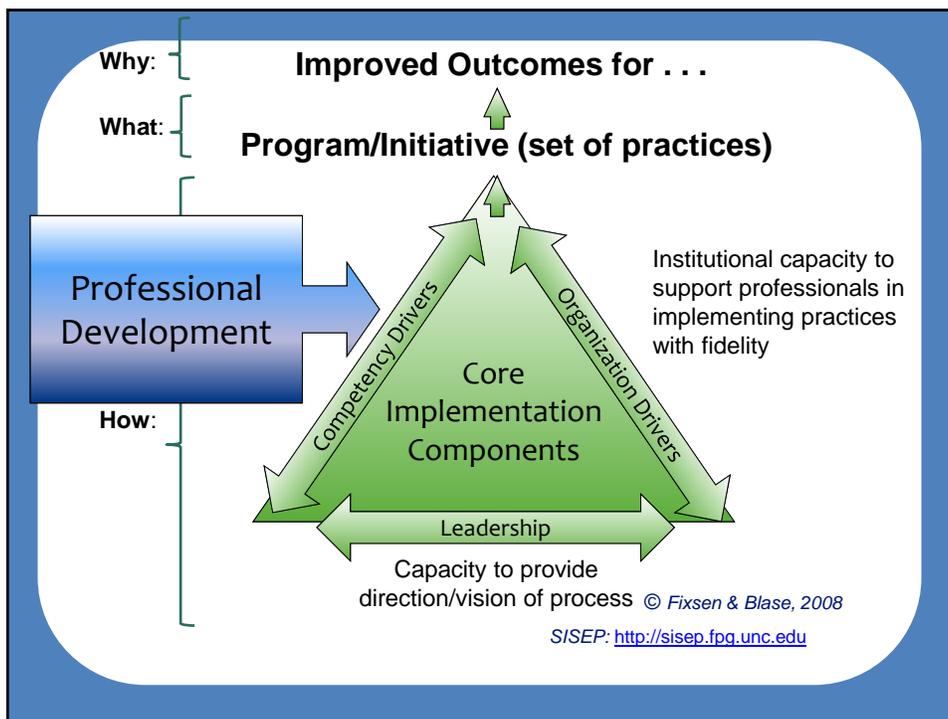
- I can list 5 types of professional development.
- I can write a learning target that includes both the learning intention and the success criteria.
- I can identify the adult learning method that has the greatest effect on improving skills.
- I can describe tools/techniques that I can use to evaluate professional development.

Your Turn

Do you provide professional development?

- a. Yes
- b. No
- c. Unsure





Environmental Health Example

Who is the beneficiary?



Photo from: http://www.salem-news.com/stimg/september192007/kid_hospital350.jpg

What did the doctors need to know to effectively diagnose and treat Rocky Mountain Spotted Fever?

What is the role of professional development?

Defining Training

“A set of activities designed to develop specific skill levels of workers who are required to perform public health prevention functions or tasks. The training process includes four basic steps: 1) **assessment** of staff proficiency and identification of training needs; 2) development, implementation, and **delivery of needed training** to address skill and knowledge deficiencies; 3) **evaluation of the effectiveness** of the training or skills practice activity on improving skills development; and 4) **evaluation of the effect** on worker performance.”

<http://www.cdc.gov/std/program/training.pdf>

Begin with the End in Mind

Learning Targets

- Learning Intention
 - Clear description of what the learner can do
- Success Criteria
 - How you know the learner can do it



Learning Intentions

- I can list 5 types of professional development.
- I can write a learning target that includes both the learning intention and the success criteria.
- I can identify the adult learning method that has the greatest effect on improving skills.
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Success Criteria

- I can list 5 types of professional development.
- I can write a learning target that includes both the learning intention and the success criteria.
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Your Turn

Which of these statements is a learning target?

- a. The webinar describes how the develop learning targets.
- b. I understand learning targets.
- c. I can write a learning target.

Use the chat pod to try writing a learning target related to professional development that you provide.

Andragogy (Adult Learning Theory)

1. Adults are internally motivated and self-directed
2. Adults bring life experience and knowledge
3. Adults are relevancy oriented
4. Adults are problem centered

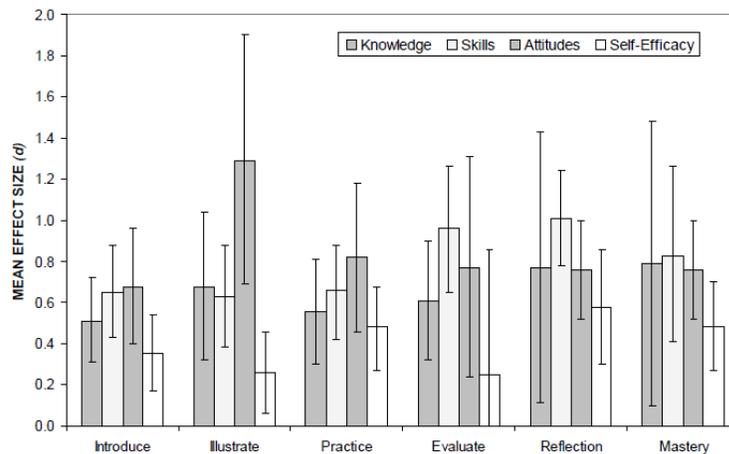
Knowles (1980) Learn more at:
<https://www.youtube.com/watch?v=vLoPiHUZbEw>

Adults Learning Methods

Adults Learn When...

- New information is **relevant** and **related** to existing knowledge
- Learners have opportunities to **interact** with the content and each other
- Skills are **practiced, applied, monitored, coached** and **assessed**.

Research Overview



ADULT LEARNING METHOD CHARACTERISTICS

Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). [Characteristics and consequences of adult learning methods and strategies](#) (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.

Discussion

Reflection has the greatest impact on skills and self-efficacy (i.e., belief in your ability). What strategies/activities do you use to help individuals reflect on their learning?

Your Turn

Which adult learning method has the greatest impact on improving **skills**?

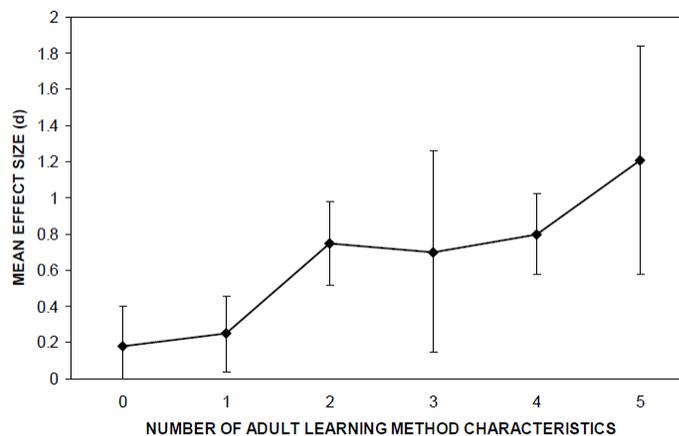
- a. Illustrate
- b. Practice
- c. Reflection

Your Turn

Which adult learning method has the greatest impact on changing **attitudes**?

- Illustrate
- Practice
- Reflection

More Methods = Greater Effects



Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). [Characteristics and consequences of adult learning methods and strategies](#) (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.

Evaluating Professional Development

- Inclusion of adult learning principles
- Participants' reactions
- Participants' learning
- Organization support and change
- Participants' use of new knowledge & skills
- Outcomes & Impacts

Inclusion of Adult Learning Principles

Observation Checklist for High-Quality Professional Development Training
(HQPD Checklist)

Preparation

1. Provides a description of the training with learning objectives/target prior to training
2. Provides readings, activities, and/or questions to think about prior to the training; materials are in accessible formats
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training
4. Quickly establishes or builds on previously established rapport with participants

Introduction

5. Connects the topic to participants' context (e.g., community, school, role)
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)
7. Content builds on or relates to participants' previous professional development
8. Aligns with standards or goals valued by the participants (e.g., laws, professional organization standards, local policies)
9. Emphasizes impact of content on beneficiaries' outcomes (e.g., clients, patients, students, families)

Demonstration

10. Builds shared vocabulary required to implement and sustain the practice
11. Provides examples of the content/practice in use (e.g., case study, vignette)
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context

Engagement

13. Includes opportunities for participants to practice and/or rehearse new skills
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)
15. Facilitates opportunities for participants to interact with each other related to training content
16. Adheres to agenda and time constraints

Reflection/Evaluation

17. Includes opportunities for participants to reflect on learning
18. Includes specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice
19. Engages participants in assessment of their acquisition of knowledge and skills

Mastery

20. Details follow-up activities that require participants to apply their learning in a new setting or context
21. Offers opportunities for continued learning through technical assistance and resources
22. Describes opportunities for coaching to improve fidelity of implementation

HQPD Checklist Utility

Designing

Observing

Reflecting

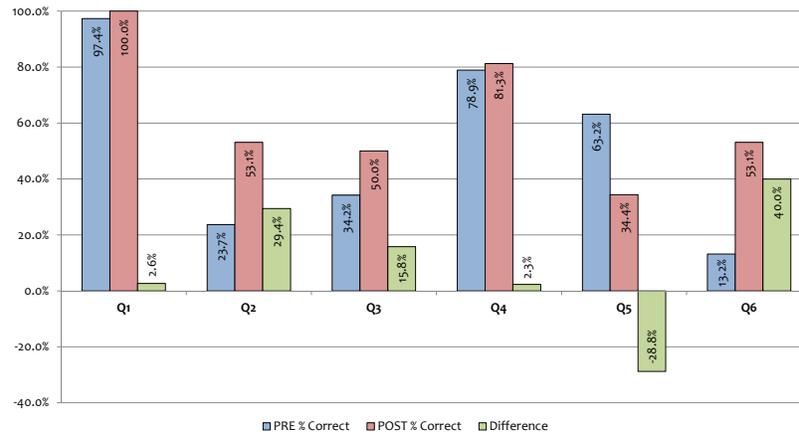
Improving

Reporting

Evaluating Professional Development

- Inclusion of adult learning principles
- Participants' reactions
- Participants' learning
- Participants' use of new knowledge & skills
- Organization support and change
- Outcomes & Impacts

Knowledge Gain



Evaluating Professional Development

- Inclusion of adult learning principles
- Participants' reactions
- Participants' learning
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- Participants' use of new knowledge & skills
- Outcomes & Impacts

Today's Learning Targets

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Your Turn

How many of today's learning targets can you now accomplish?

- a. 4
- b. 3
- c. 2
- d. Less than 2

Your Turn

What will you do with the information from today's webinar? (check all that apply)

- a. Share with someone
- b. Reflect on previous professional development
- c. Incorporate into future professional development
- d. nothing

Discussion

- What resonated with you about today's webinar?
- What questions do you have?

Please contact me: agaumer@ku.edu

- Resources
- Questions
- Feedback