

Emerging Language and Literacy

Pre-service Professional Development



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“Treat people as though they were what they ought to be and you help them become what they are capable of being.”
--Goethe

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Objectives

1. Identify purpose of professional development.
2. Identify characteristics of adult learners.
3. Expand knowledge of pre-service and on-going professional development.
4. Identify components of effective professional development.
5. Recognize components of pre-service professional development to include in your model.

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“Professional development sparks curiosity, motivation, and new ways of thinking. It is most effective when it is an ongoing process, which includes appropriate, well-thought-out training and individual follow-up. It can provide purpose, collaboration, commitment and community.”



Source: Kent, A.M., Improving Teacher Quality Through Professional Development. *Education* 124(3), 427-435.

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Characteristics of Adult Learners

- Adults have years of experience and a wealth of knowledge
- Adults have established values, beliefs, and opinions
- Adults expect to be treated as adults
- Adults need to feel self-directed
- Adults have a problem centered approach to learning
- Adults are less interested in survey type courses and more interested in straightforward how-to
- Adults have increased variation in learning styles (individual differences increase with age).

<http://www.rit.edu/~609www/ch/faculty/learner.htm>

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Thinking Styles and Characteristics


Reflective Thinkers:

- View new information subjectively
- Relate to new information to past experiences
- Ask "why?"
- Examine their feelings about what they are learning

Creative Thinkers

- Explore new information
- Ask "why?"
- Troubleshoot
- Create shortcuts and solutions

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Thinking Styles and Characteristics

Practical Thinkers


- Want facts without “frills”
- Seek the simplest, most efficient way to do their work
- Not satisfied until they know how to apply their new skills to their job or interest

Conceptual Thinkers

- Must see the “big” picture before accepting new information
- Want to know how it works, not just outcome
- Learn the concepts presented and the related concepts not included.

<http://www.rit.edu/~609www/ch/faculty/learner.htm>

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Learning Styles and Characteristics

Visual Learners (65% of the population)


- Process best when visually illustrated or demonstrated
 - Graphics
 - Images
 - Demonstrations


Auditory Learners (30% of the population)

- Process best when information is spoken
 - Lectures
 - discussions

<http://www.rit.edu/~609www/ch/faculty/learner.htm>

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Learning Styles and Characteristics

Kinesthetic Learners (50% Of population)



- Process information best when it can be touched or manipulated
 - Writing, note taking
 - Object examination
 - Activities

Environmental Learners

- Process information best when it is presented in surroundings that match the learner's preferences
 - Distance learners (on-line classes)

<http://www.nit.edu/~609www/ch/faculty/learner.htm>

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How People Learn

People generally remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say or write
- 90% of what they say as they do

Dodge, D. (1993)

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Successful Adult Learning Environments

- Provide information that is relevant to their lives
- Allow adults to learn by building on what they already know
- Respect and acknowledge their life experiences
- Allow to process information differently
- Allow to “learn by doing”, become actively engaged

Carter, M., & Curtis, D. (1994)

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Pre-Service Professional Development

Goals:

1. Share history
2. Explore expectations, roles, and responsibilities
3. Expand knowledge of child growth and development including oral language and emergent literacy development.
4. Explore assessment strategies (administration and interpretation)
5. Introduction to research and reflection
6. Team building opportunities

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On-going Professional Development

Keys:

1. Continued presentation of information during project
2. Consistency of presenters (“Experts”)
3. Developed professional contacts
4. All participants attended each session
5. 25-30 participants per session
6. Topics were revisited
7. Information was expanded
8. Adaptations were made to address changing educational needs and center dynamics.

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Components of Professional Development

- Focus on local schools.
- Be specific to identified needs.
- On-going follow-up support.
- Meet instructional needs.
- Assist teachers in meeting student needs.

Source: Kent, A.M., Improving Teacher Quality Through Professional Development. Education 124(3), 427-435

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Measuring Success


Early Childhood Environmental Rating Scale – Revised (ECERS-R)

Overall classroom rating	2003	4.8
(7 point scale)	2006	6.4

Early Language and Literacy Classroom Observation Toolkit


Overall classroom rating	2003	60.3
(124 possible)	2006	110.3

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Questions



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“The highest reward for a person’s work is not what they get for it, but what they become by it.”

- John Ruskin



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