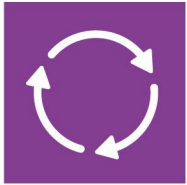




# 5 characteristics of **high-quality** professional learning experiences for **early childhood practitioners**



## **Sustained**

Key concepts are best learned by revisiting them and deepening knowledge. This means that traditional “one shot” in-service trainings aren’t enough—educators need time to learn about key concepts and skills and how to apply them to their work with young children.



## **Intensive**

Learning can be an intensive process. Learners who are beginning to acquire a skill will need support from others, which can include modeling, demonstration, and performance feedback. Once learners have acquired a skill, they need multiple opportunities to practice, receive feedback, maintain use of the skill without support, and generalize the skill in other settings.



## **Collaborative**

Learning involves interactions with others who can provide support and scaffold progress toward maintenance and generalization of a skill. The most effective adult support is collaborative. Developing a collaborative relationship takes time and involves mutual respect and a comfort level that allows learners to take risks and accept feedback.



## **Job Embedded**

Adults appreciate learning opportunities that occur within the context of a specific setting. Professional development experiences that are tied to and embedded in the learner’s practice increases the likelihood that the learner will apply new knowledge and skills to their job.



## **Data Driven**

Teaching and learning involves evidence-based decision-making process. Practitioners need information about children and their learning environments to make sound decisions about how to best support them. Educators engaged in collaborative professional learning processes need data to identify goals and develop strategies for professional learning.

