Data-Informed Decision-Making

Session II: Using Human Resources Data to Support Professional Development

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Session Objectives

At the end of this presentation, you should be able to:

- Understand coordinated approaches related to professional development (PD) and use of human resource (HR) data
- Identify strategies for data collection, analysis and use that will support growth in effective and nurturing adult-child interactions
- Better support the development of a systematic approach to staff training and PD
Here’s what we’re doing today:

1. A coordinated approach to PD
2. How can we use data to inform a systematic approach to PD?
   ● What data can we use?
   ● Planning with our Data
   ● Evaluating Effectiveness of our plan
3. Next steps
4. Resources
A Coordinated Approach to PD
Coordinated Approaches: At the beginning of each year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches...
1302.92 (b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.
How do We Use HR and Other PD Data?
• What Can Data Tell Us?

Data level:  

- Grantee  
  How are we doing overall?
- Program  
  How are sites or programs doing?  
  Look for patterns.
- Classroom/  
  FCC/Home-based  
  How are education staff, children and families doing?
What Data can we Use?

Grantee
- Community Assessment
- School Readiness Outcomes
- Long Range Goal
- Staff Turn over
- Staff Qualifications
- Staff Satisfaction Surveys
- Employee Training Data
- PFCE Outcomes

Program
- Staff Turn over
- Staff Qualifications
- Staff Satisfaction Surveys
- Employee Training Data
- PFCE Outcomes
- School Readiness Outcomes
- Child Assessment Outcomes

Classroom/ FCC/Home-based
- Staff Turn over
- Staff Qualifications
- Staff Satisfaction Surveys
- Employee Training Data
- PFCE Outcome
- Child Assessment Outcomes
Staff Turnover Data

- Through the use of exit and stay interviews, team assessments, and satisfaction surveys, you can find out potential issues within your company that may affect morale and your employees’ sense of belonging.
Employee Training Data

- Ongoing professional development is essential to attract and retain quality staff. If there is little offered in the way of professional development, it can result in employee attrition, a lack of direction, and poor employee morale.
Researchers found:

• “Preschool teachers who have higher levels of dispositional mindfulness may experience higher quality relationships with children in their classrooms.”

• “Interventions to increase levels of dispositional mindfulness among early childhood educators may improve their well-being along with the quality of their relationships with children.”

How can we use these data to inform a systematic approach to PD?
The 90% Solution

Become more adept at supporting and enhancing the 90 percent of learning that occurs beyond the classroom.
The 90% Solution

<table>
<thead>
<tr>
<th>70%</th>
<th>20%</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Exposure</td>
<td>Education</td>
</tr>
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<td>Workflow</td>
<td>Social</td>
<td>Formal</td>
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<tr>
<td>Informal</td>
<td>Self-directed</td>
<td>Instruction</td>
</tr>
<tr>
<td>Practice</td>
<td>People</td>
<td>Programs</td>
</tr>
<tr>
<td>On-the-job assignments</td>
<td>Learning from others</td>
<td>New formal content</td>
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</tbody>
</table>
## Impacts of our PD

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Impact on Knowledge</th>
<th>Impact on Skills</th>
<th>Impact on Practice</th>
</tr>
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<tbody>
<tr>
<td>Theory and discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>+Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
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<tr>
<td>+ Practice and feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
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<tr>
<td>+ Coaching</td>
<td>95%</td>
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*Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.*
Determining Effectiveness
Guiding Questions to Ensure Effort Creates Effect

Questions to consider

- What are the critical educational competencies needed to ensure staff provide effective and nurturing adult-child interactions?
- Where are staff in relation to these competencies?
- Do you have data-informed clear processes for identifying staff who would benefit most from intensive coaching?
- Do your intensive coaching policies ensure that assessment results are strengths-based and include processes for achieving the identified goals?
- Is on-going communication connected to data and occurring regularly among involved staff?
- Does your budget support human resources to use integrated data practices to inform high-quality services?
Coaches need a plan and a system to

- **Collect** coaching data to monitor progress toward achieving program performance goals

- Establish a **process to continually review/question** the coaching data, ensure accuracy, and revise strategies to improve practices and outcomes

- **Monitor** coaching **change data** to ensure continuous improvement

- Provide timely **course-corrections** and adjustments based on data
Are we collecting the “right” data?
- Selected teacher-child practice(s) to improve (Needs Assessment, Action Plan)
- Number of coaching sessions provided/number of coaching cycles
- Length of observations/coaching sessions
- ELOF domain focus
- Activity setting (mealtime, large group, small group)
- Coaching strategy provided (such as video feedback, model, role-play)
- Coach and teacher self-assessment of goals met/progress made
Oral and/or Written Feedback
Coaches provide coachees with specific behavioral observations (at indicator level)

Objective Feedback
Based on observation and free of judgement (not “double-dipping” as formal CLASS observer and coach roles)

Feedback is Aligned to CLASS™ Goals
Identifies dimensions, indicators, relevant behavioral markers

Strengths-based Approach
Coaches identify area of strength followed by areas for growth (3:1)

Feedback and Reflection Opportunities
Teachers reflect on their teaching practices
Next Steps
HR and PD: Next Steps to Support Your PD Strategy

➢ What can you do right away (in the next hour, week, month) to strengthen or adjust your strategies for using HR data to inform PD decisions?

➢ What can you do in the mid-term (in the next few months) to move the plan forward, build capacity, and ensure traction?

➢ What can you do in the long term (in a few months to a year) to ensure the plan has staying power with people, budgets, and processes?

➢ How will this plan be communicated and who is responsible for the communication?

➢ Who else do you need to bring into this discussion to bring a broader range of perspectives?

➢ What are your next steps as a leadership team to ensure your plans are on track?
Implementing Practice-Based Coaching: Considering Systems Implications

A National Overview of Grantee CLASS® Scores in 2017
Resources on Mindfulness and Staff Wellness

Teacher Time: Time for You! Airing on Feb. 6, 2018, 7–8 p.m. ET

EarlyEdU: Mindfulness: A Resilience Practice (an online module)
https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance

Giving and Getting Respect
Resources for Coaches: MyPeers

MyPeers Coaching Community

MyPeers Staff Wellness Community

Join MyPeers Here:
Questions and Thank You for All You Do!