Joint Professional Development

Goal: To ensure highly-effective teaching staff whose professional development (PD) is aligned from birth through third grade and is grounded in child development and effective instructional practices

Critical Components:

- Opportunities for professional development and partnerships should be built across schools and community-based programs.
- Educators should focus on engaging in evidence-based PD practices in induction and ongoing supervision, evaluation, and professional development. Educators may have to be innovative in using technology or other resources if face-to-face PD activities are not possible due to scheduling, distance, or funding challenges.
- Professional development opportunities should be planned so that preschool (0-5) educators learn with their early elementary (K-3) colleagues within and across schools and community-based settings. There should be PD opportunities that include educators learning together within age/grade level (horizontal) or across ages/grade levels (vertical).

Common Strategies: Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

<table>
<thead>
<tr>
<th>B-3 Strategy</th>
<th>Stakeholders Involvement</th>
<th>Outputs and Outcomes</th>
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| School and early learning leaders implement cross-sector and cross-grade PD opportunities for teachers (e.g., Professional Learning Networks, Communities of Practice) | B-3 teachers and leaders across school and community-based settings | • Integrated PD for B-3 teachers
• Increased collaboration across B-3 teachers and leaders
• Educators report increased knowledge and demonstrate use of research-based developmentally appropriate practices
• Increased quality of teacher-child interactions
• Effective instruction
• Improved student learning and development outcomes |
| District and community-based leaders establish common standards and practices of B-3 teacher and leader induction and coaching processes, processes and standards for evaluating high quality programs and teaching and leading, and standards of effective PD practices. | District, school, and early learning leaders, community partners | • Increased number of high quality PD experiences
• More effective program and educator evaluation systems and feedback for improvements
• High quality teaching and learning in programs and classrooms
• Improved teacher and leader recruitment and retention |

http://education.illinoisstate.edu/csep/b3/
| PD opportunities focus on a variety of instructional practices including but not limited too: | District administrators, community partners, B-3 teachers and leaders across school and community-based settings | **•** Improved teacher-child interactions  
**•** Improved student learning and development outcomes |
|---|---|---|
| - the science of child development,  
- developmentally appropriate practices, including play-based/inquiry-based learning across the grade span  
- learning standards,  
- curriculum  
- assessment tools and practices,  
- culturally and linguistically responsive practices,  
- appropriate and beneficial uses of technology and other resources,  
- meeting the needs of all learning, including students with disabilities  
- trauma-informed classroom and school practices  
- transition practices  
- effective family and community engagement practices | **•** High quality (cohesive and aligned) teaching and learning practices  
**•** Improved teacher and leader recruitment and retention  
**•** Improved teacher-child interactions  
**•** Improved student learning and development outcomes |
| B-3 teachers and leaders (cross-sector and cross-grades) share data on students, classrooms, and schools and use the data to inform their school and classroom practices | B-3 teachers and leaders across school and community-based settings | **•** Increased use of diagnostic and screening tools, as well as formative and summative assessment data to inform instruction and supports  
**•** High quality teaching and learning in programs and classrooms  
**•** Improved teacher and leader recruitment and retention  
**•** Improved teacher-child interactions  
**•** Improved student learning and development outcomes |

**Resources:**
- **Getting In Sync: Revamping the Preparation of Teachers in Pre-K, Kindergarten and the Early Grades** (New America)
- **PreK-3rd: Getting Literacy Instruction Right** (Foundation for Child Development)
- **PreK-3rd: How Superintendents Can Lead Change** (Foundation for Child Development)