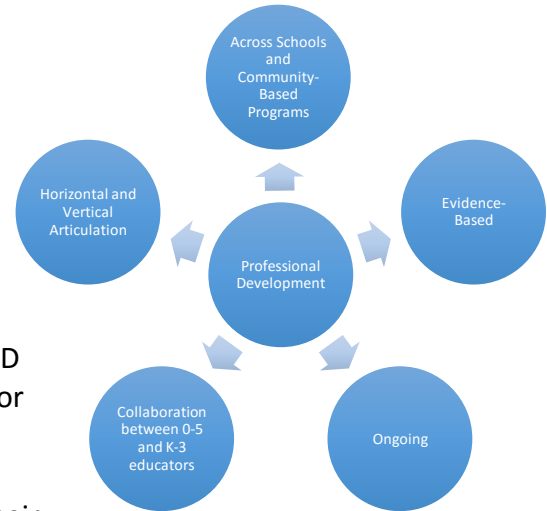


## Joint Professional Development

**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.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
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	<ul style="list-style-type: none"> <li>• Integrated PD for B-3 teachers</li> <li>• Increased collaboration across B-3 teachers and leaders</li> <li>• Educators report increased knowledge and demonstrate use of research-based developmentally appropriate practices</li> <li>• Increased quality of teacher-child interactions</li> <li>• Effective instruction</li> <li>• Improved student learning and development outcomes</li> </ul>
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	<ul style="list-style-type: none"> <li>• Increased number of high quality PD experiences</li> <li>• More effective program and educator evaluation systems and feedback for improvements</li> <li>• High quality teaching and learning in programs and classrooms</li> <li>• Improved teacher and leader recruitment and retention</li> </ul>

<http://education.illinoisstate.edu/csep/b3/>



		<ul style="list-style-type: none"> <li>• Improved teacher-child interactions</li> <li>• Improved student learning and development outcomes</li> </ul>
<p>PD opportunities focus on a variety of instructional practices including but not limited to:</p> <ul style="list-style-type: none"> <li>• the science of child development,</li> <li>• developmentally appropriate practices, including play-based/inquiry-based learning across the grade span</li> <li>• learning standards,</li> <li>• curriculum</li> <li>• assessment tools and practices,</li> <li>• culturally and linguistically responsive practices,</li> <li>• appropriate and beneficial uses of technology and other resources,</li> <li>• meeting the needs of all learning, including students with disabilities</li> <li>• trauma-informed classroom and school practices</li> <li>• transition practices</li> <li>• effective family and community engagement practices</li> </ul>	<p>District administrators, community partners, B-3 teachers and leaders across school and community-based settings</p>	<ul style="list-style-type: none"> <li>• High quality (cohesive and aligned) teaching and learning practices</li> <li>• Improved teacher and leader recruitment and retention</li> <li>• Improved teacher-child interactions</li> <li>• Improved student learning and development outcomes</li> </ul>
<p>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</p>	<p>B-3 teachers and leaders across school and community-based settings</p>	<ul style="list-style-type: none"> <li>• Increased use of diagnostic and screening tools, as well as formative and summative assessment data to inform instruction and supports</li> <li>• High quality teaching and learning in programs and classrooms</li> <li>• Improved teacher and leader recruitment and retention</li> <li>• Improved teacher-child interactions</li> <li>• Improved student learning and development outcomes</li> </ul>

**Resources:**

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