

Tools for Teachers: Validating Professional Development Materials

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The Project

- ❖ *Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices*
- ❖ Multi-year, Goal 2 project funded by the IES
- ❖ **Goal: To develop and evaluate a professional development (PD) intervention designed to increase the fidelity with which preschool teachers implement embedded instruction**

Research Plan

- ❖ **Phase 1 (1st year): Develop and validate high quality, multi-media PD materials, *Tools for Teachers (TfT)***
 - PD intervention conditions operationally defined
 - Workshops plus follow-up coaching on site
 - Workshops plus self-monitoring website
 - PD business-as-usual
 - Competencies identified related to implementing embedded instruction
 - Matrices that outline embedded instruction competencies across learning dimensions developed to guide presentation of embedded instruction content
- ❖ **Phase 2 (2nd year):** Small *n* feasibility studies
- ❖ **Phase 3 (3rd year):** Evaluate PD intervention by conducting an experimental trial

Validating Tools For Teachers

- ❖ Validation panel will be convened to
 - Validate embedded instruction competencies
 - Validate content, design, congruence, usefulness, feasibility, acceptability and sustainability of *TfT*
- ❖ Panel composed of preschool teachers, preschool administrators, a state 619 preschool coordinator, researchers, parents of children with disabilities, an instructional design specialist, and EC personal preparation experts
- ❖ Panel led by a recognized leader in child-focused recommended practices (Dr. Mark Wolery)
- ❖ Systematic processes will be used to validate competencies and *TfT* materials

Variables and Associated Dimensions for Validation of Materials

Variables	Associated Dimensions	
➢ Content	<ul style="list-style-type: none"> • Accurate • Complete • Sufficiently complex but accessible • Sufficient breadth and depth • Appropriate for teachers' needs • Compatible with recommended practices 	<ul style="list-style-type: none"> • Current • Evidence informed
➢ Design	<ul style="list-style-type: none"> • Motivation • Organization • Examples 	<ul style="list-style-type: none"> • Media Navigation • Interaction
➢ Congruence	<ul style="list-style-type: none"> • Meeting the needs of organization • Meeting the needs of teachers • Content of <i>TfT</i> builds upon and expands the workshop content 	
➢ Complexity	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application 	<ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation
➢ Feasibility	<ul style="list-style-type: none"> • Technical capacity of end-user • Technical and content feasibility • Feasible for teachers to use • Barriers anticipated during use 	
➢ Acceptability	<ul style="list-style-type: none"> • Relevance • Value • WIFM 	
➢ Sustainability	<ul style="list-style-type: none"> • Use after project ends • Ability to continue implementing embedded instruction 	

Sample Questions for the Validation Panel

- ❖ What features of the *TfT* materials do you think will be the most useful for increasing teachers' skills in planning for embedded instruction?
- ❖ Based on your knowledge about embedded instruction, how accurately do you think the workshop materials reflect what we know from research about embedded instruction?
- ❖ What do you think about the organization of information presented in the workshop materials?
- ❖ In what ways does the content of the materials support the learning of preschool teachers with varying degree of knowledge and skills?
- ❖ How likely is it that teachers will continue to use the materials after the project ends?
- ❖ What aspects of *TfT* materials do you think will likely promote use of embedded instruction after the project ends?
- ❖ What barriers do you think teachers might face while using the *TfT* materials?
- ❖ What do you think about the relevancy of the information presented in the *TfT* materials for preschool teachers?

Questions for Discussion

- ❖ What other variables should be considered for use in the validation process?
- ❖ Are there additional associated dimensions you would suggest?