

OCDE Preschool GLAD® DLL-PD Grant Activities

GOAL

Provide OCDE Preschool GLAD® in a cohort model that builds capacity and sustainability for quality early learning in California's early childhood educators and programs.

Overview of OCDE Preschool GLAD® Professional Development Model

Background

The Preschool GLAD® Professional Development Model provides a continuum of learning and support activities designed to prepare and embolden early childhood educators in developing and sustaining quality early learning and supporting dual language development. The knowledge, skills, and dispositions of early childhood educators are important factors in determining how much a young child learns and how prepared that child is for entry into school.

This professional development model promotes a culture of ongoing professional growth in individual and systems. Educators participating in the model are engaged in thinking about how children learn language. Successful research based strategies are introduced and participants have the opportunity to observe and then practice the strategies. Working with other professionals encourages ongoing growth and learning in practitioners.

Trainings

The professional development model has several components:

1. Preschool GLAD® Leadership Focus

The Leadership Focus provides an opportunity for directors and other program leaders to come together for an overview of the entire model and the process. With the support of coach, directors begin to develop an implementation plan and create goals for their participation in the process of ongoing growth and development. Leaders meet two times throughout the process for articulation and maintaining momentum.

2. Preschool GLAD® Teacher Training

Part I: A one-day training that introduces the research and strategies of the Preschool GLAD® model. Participants receive the Preschool GLAD® handbook which includes research and theory supporting Preschool GLAD®, information on each of the developmentally appropriate strategies, links between California policies and Preschool GLAD®, and an alignment with Desired Results Developmental Profile-2015.

Part II: A four-day in-classroom observation of the model and strategies. Two trainers work together to provide a guided observation and practice of

the Preschool GLAD® strategies. Each day of the demonstration highlights the use of different Preschool GLAD® strategies. Over the four days of the in-class demonstration, teachers will actively engage with each of the 19 strategies. The classroom observation occurs in the morning. In the afternoon of each day, participants learn more about the research behind the strategies and explore applications to their own programs. Foci in the afternoon include language development, dual language support, CA policy documents, preschool alignment, and planning time.

3. Follow-up coaching and mentoring

A mentor coach works with cohorts to support ongoing implementation and understanding of application. The cohort is designed to allow for practice, mutual sharing, and ensuring sustainability. Content of the follow-up is developed by the mentor coach to meet the needs of the individual cohort.

4. Preschool GLAD® Training-of-Trainers

The Training-of-Trainers provides a conduit for programs to develop their own internal trainers. This builds capacity and helps support sustainability. The training-of-trainers program involves seven days of training after the initial Preschool GLAD® training, guided practice, and a certification process.

Building Capacity and Sustainability

Initially, the professional development will be from the “outside in” where the training is delivered by certified trainers from OCDE. The trainers will work with leadership teams and cohorts and help identify educators who want to continue their journey and become trainers for their agencies. By the end of the funding period, agencies will have their own certified trainers who will be able to continue the training and support that will encourage sustainability.