

travel distance, scheduling conflicts, and caregivers' perception of the content's utility and relevance for their unique caregiving setting (Rusby et al. 2013). PD for home-based caregivers may need to be designed specifically around their unique needs (Paulsell et al. 2010), with content and provision of materials tailored accordingly. Regardless of setting, written materials should be clear and adapted so as to be applicable to a range of audiences and literacy levels (Neuman and Wright 2010). Efforts should also be made to clearly translate materials for classroom practice.

C. Summary

Overall, the available literature provides implications for the development of the Q-CCIIT PD tools. For example, findings suggest that PD efforts should offer intensive or ongoing support to caregivers, include interactive materials with active learning exercises or components, and build on caregiver strengths and positive practices within the context of a trusting relationship. Video can be a particularly useful PD tool for self-reflection and the provision of performance feedback. Other technology, especially online approaches, should be considered for providing information, sharing feedback, and connecting caregivers with other learners, especially those in more isolated settings, with the availability of in-person support where feasible. Efforts must be made to ensure that PD materials are accessible, relevant, and clearly translated for practice.

APPENDIX A:

GLOSSARY OF KEY TERMS



Table B.1. Glossary of key professional development terms

Term	Definition used in the literature
Active learning	An opportunity for learners to be engaged in both application and understanding; when the learner is engaged in practice (e.g., role playing), evaluation (e.g., assessing strengths and weaknesses), reflection (e.g., group discussion about feedback), and mastery (e.g., standards-based assessment).
Coaching	Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.
Consultation	A collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic. There are different types and approaches to consultation including expert consultation, collaborative consultation, process consultation, organizational, and mental health.
Distance education	A relationship-based education in which there is substantive and frequent interaction between students and between the student and the instructor. Distance education may use any of these technologies—the internet, satellite, cable, video cast, podcast, CD, and DVD—and may be conducted through exclusively distance methods or through blended or hybrid methods that combine distance and face-to-face coursework.
Mentoring	A relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.
Performance feedback	A coaching strategy in which the coach provides feedback based on observation of teacher implementation. Can be provided verbally, in writing, or graphically. The feedback may be immediate or delayed but usually follows the observation within a brief time period.
Professional development	A continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.
Reflective supervision	A collaborative, mutually trusting relationship between a caregiver and PD provider for professional growth that improves caregiving quality and strengthens practice by building upon strengths and partnering in addressing vulnerabilities to generate growth. Reflective supervision encourages self-reflection by the caregiver.
Self-reflection or assessment	A coaching strategy in which the caregiver engages in discussions of and reflections on their learning practices, experiences or opportunities.

Note: Definitions for coaching, consultation, distance education, mentoring, and professional development are taken from the NAEYC PD glossaries (<https://www.naeyc.org/ecp>). Definitions for other terms in the table are drawn from elsewhere in the literature.



“This document was developed from the public domain document: N. Aikens, L. Akers, and S. Atkins-Burnett. (2016). Professional Development Tools to Improve the Quality of Infant and Toddler Care: A Review of the Literature. OPRE Report 2016-96. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.”