



Professional Learning Module
Developing a Reflective Practice through Quality Teaching and Learning

The preschool year is a foundational year for most children and sets the tone for academic success. Research supports that a quality preschool program can significantly influence academic and social development of young children; however, the quality of the program and instructional practices can make the difference. This module provides early educators with current and relevant information about quality teaching and learning. The information included in the module is based on the *Florida Early Learning and Developmental Standards: Birth to Kindergarten* and provides developmentally appropriate research-based practices to support young children in reaching expected learning outcomes.

The following materials are included in the module:

- **Overview of Quality Teaching and Learning** provides the fundamental elements of a quality preschool program and effective instructional practices.
- **Knowledge Check** includes two opportunities for educators to reflect. Knowledge Check 1 focuses on the elements of a quality preschool program and Knowledge Check 2 focuses on the instructional practices needed to maintain a quality program.
- **PowerPoint Presentations** include detailed notes with classroom photos and videos of Florida teachers demonstrating the elements of a quality preschool program and effective instructional practices. The pacing guide for both presentations includes discussion questions and references instructional resources to provide a complete professional learning experience.
- **Instructional Resources** are designed to be used by instructors in the classrooms to support quality teaching and learning practices.
- **Support Documents** highlight all the key concepts presented throughout the module.
- **Content Resources** provide links to articles that support the reflective practice and quality teaching and learning content presented in the module.

Directors: As instructional leaders, directors are aware of the instructional planning and practices used in the preschool classrooms, especially if they are using data to inform decisions. This module can easily be used as an opportunity for directors to establish a community of practice with instructors. A community of practice suggests that the director, instructors, trainers, coaches and other staff participate together in reviewing and discussing relevant educational topics.

For example, after completing the knowledge check, the group can meet to discuss what elements of a quality program or instructional practices are in place and what areas need improvement. A portion of the content is presented by the director and next steps are determined for implementation. Overtime, the group meets to reflect and discuss how children are responding to the content. The group reviews another portion of the content then plans next steps for implementation. The process continues until the all content has been reviewed and discussed. The knowledge check can be revisited to determine if all elements have been addressed or if more professional learning is needed.



Coaches and Trainers: There are many instructional coaches and trainers who support early educators in preschool classrooms. Through observations and conversations with instructors and directors, they may notice areas of instructional practices that need support. The flexibility of the resources used in the module allows coaches or trainers to pick the materials that are needed to support an instructor's specific need.

For example, the quality learning instruction knowledge check can be used as an observation tool to determine areas of need in implementing effective instructional practices in the classroom. After observing in classrooms, a coach may realize an instructor needs to focus on the learning environment in order to assure the learning needs of all the children are being met. The coach can review the resources in the module to determine what an instructor may need then sit side-by-side with the instructor to work individually. The coach can also model the instructional practices and provide additional support for implementation.

Instructors: Many early educators are competent, self-aware and self-motivated. They are able to identify for themselves the areas of practice that they would like to improve. The modules can support individual educators or even teaching partners to grow their practice through reviewing and using the instructional resources in the modules in a self-guided learning experience. As a self-guided resource, it is important to begin with the overview document and knowledge check before proceeding with the content. Effective adult learning practices inform us that the first step in beginning any new learning opportunity is to think about what you already know and do as it relates to a specific topic. The knowledge check is designed to help educators determine the next steps for planning their learning experience.



The success of professional learning is determined by how the information is applied in the classroom and how an instructor is able to modify the information to meet the needs of young learners. The quality of a preschool program and the effective use of reflective practice can impact the success of implementation.