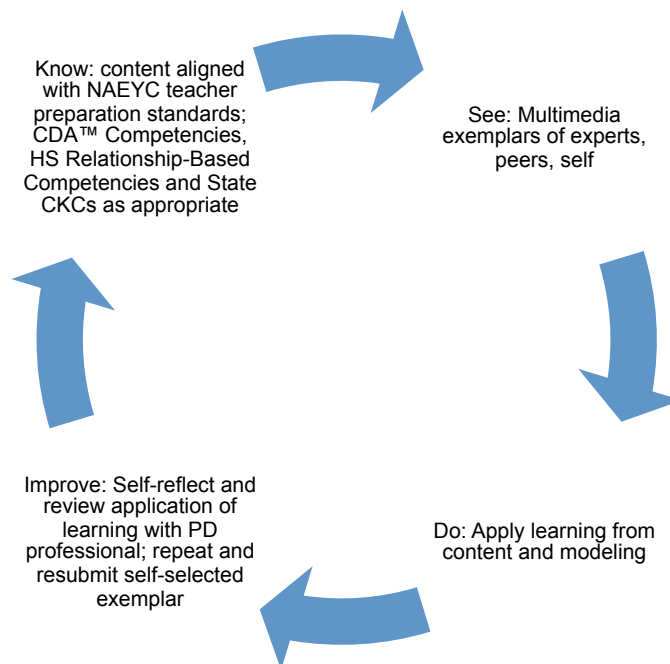# KNOW – SEE – DO – IMPROVE FRAMEWORK

INTRODUCTION

The Know, See, Do, Improve framework is provided for course developers to use, and includes background information explaining the basis of this framework, followed by the tool and instructions about its use.

BACKGROUND

To ensure effective professional development that improves the quality of caregiver child interaction, Early Educator Central has designed a framework for use by course developers and other professional development planners to ensure that their state/territory infant-toddler credentials and degrees employ a Know, See, Do, Improve approach. The graphic below provides a visual depiction of the framework followed by a summary of each aspect of the framework.

Know: content aligned with NAEYC teacher preparation standards; CDA™ Competencies, HS Relationship-Based Competencies and State CKCs as appropriate

See: Multimedia exemplars of experts, peers, self

Do: Apply learning from content and modeling

Improve: Self-reflect and review application of learning with PD professional; repeat and resubmit self-selected exemplar

Know – Content that aligns with NAEYC Teacher Prep Standards, Head Start Relationship-Based Competencies, CDA™ Competencies and state core knowledge and competencies can promote a seamless career pathway from state to state and within states across sectors

(portable) for the infant toddler workforce (US Department of Education, 2010; NAEYC, 2009). Aligning with NAEYC standards is also a useful strategy to promote articulation (stackable).

See – Content that includes field-based or web-mediated examples of competency promotes the link between course content and a course participant's ability to understand what that competency looks like in a setting similar to their own (Hamre et al., Joseph & Brennan, 2013; 2012; Pianta et al., 2008).

Do – Infant toddler professional development that provides an opportunity to apply knowledge in work/practicum settings allows caregivers to practice what they have learned and to reflect on their own demonstration of competency (Joseph & Brennan, 2013; US Department of Education, 2010; NAEYC, 2009).

Improve – Infant toddler professional development that includes self-reflection and assessment by a PD professional who uses an evidence-based tool provides the necessary components for competency-based learning and assessment (Joseph & Brennan, 2013; US Department of Education, 2010; NAEYC, 2009). The final step in the framework provides an opportunity for caregivers to submit a new demonstration (self-selected exemplar) and reflect on change with an expert PD professional. This final step can help to solidify understanding and application of new knowledge and skill (US Department of Education, 2010; NAEYC, 2009).

TOOL TO ASSESS COMPETENCY-BASED APPROACH

Early Educator Central has developed a self-assessment tool to aid course developers, professional development staff, and others who work to improve early childhood teacher practice ensure a competency-based approach to teaching and learning. This self-assessment tool is based upon a Know, See, Do, Improve model of competency-based learning whereby learning may be demonstrated in actual classroom practice and result in improved teacher child interactions.

Using the Tool

The tool is meant to provide examples of criteria related to the Know, See, Do, Improve framework. The tool also includes a continuum of examples to guide users' assessment of whether a coursework or training currently includes competency-based assessment strategies. After examining existing coursework with the tool, users can look at criteria where strong evidence for a competency-based approach was lacking to plan for current and future professional development offerings.

THE KNOW-SEE-DO-IMPROVE FRAMEWORK

The tables in this section include descriptions for each criterion within the Know, See, Do, Improve framework to help assess whether coursework or training includes 1) strong evidence of the criterion within coursework content or delivery; 2) some evidence of the criterion within coursework content or delivery; and 3) criterion not addressed by coursework content or delivery.

<table>
<tr><td rowspan="7">KNOW</td><td colspan="3">The coursework articulates measurable learning objectives</td></tr>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ Learning objectives are provided for each content module</td><td>■ Learning objectives are provided for some of the content modules only</td><td>■ Learning objectives are not identified</td></tr>
<tr><td colspan="3">Notes:</td></tr>
<tr><td colspan="3">Learning objectives identify competencies to be demonstrated as a result of completing coursework</td></tr>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ Learning objectives are written so that they can be demonstrated through practice in an infant toddler setting</td><td>■ Some learning objectives may be demonstrated in an infant toddler practice setting</td><td>■ Learning objectives are not measurable through demonstration in an infant toddler practice setting</td></tr>
</table>

Notes:

KNOW

Competencies to be demonstrated are aligned with national standards to support the potential use of the coursework in portable and stackable state/territory or national credentials

Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
■ Course objectives are aligned with one or more set of national standards ■ Individual course objectives include the suggested relationship with the specific national standard in the course materials	■ Course materials suggest alignment with national standards or contain similar content ■ Suggested relationships are not defined at the level of the course objective	■ Course objectives are not aligned with national standards

Notes:

Competency-based course assessment includes a transparent rubric so that participants understand how their competency is measured

Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
■ Rubric is developed and accessible to participants in the course	■ Rubric is developed but not made accessible to participants or is not written in a way that participants understand what they must do to demonstrate competency	■ No rubric has been developed to measure participants' competency

Notes:

<table>
<tr><td rowspan="4">KNOW</td><td colspan="3">The coursework includes a form of competency-based pre- and post-assessment of learning</td></tr>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ Pre- and post-assessment of learning includes a mechanism to observe participants applying course content in an infant toddler setting</td><td>■ Pre- and post- assessment of participants' learning is included but does not include observation of practice in an infant toddler setting

■ Post- or pre-assessment only available</td><td>■ Course does not assess learning pre- and post-course completion</td></tr>
<tr><td colspan="3">Notes:</td></tr>
<tr><td rowspan="4">SEE</td><td colspan="3">The coursework includes best practice examples of content being delivered across infancy, mobile infant, and toddler age settings through the use of multiple media</td></tr>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ Course content includes digital video of best practices in all three age settings</td><td>■ Course content includes digital video of best practices in settings that serve children within the infant toddler age range</td><td>■ Course content does not include digital video</td></tr>
<tr><td colspan="3">Notes:</td></tr>
</table>

	Best practice examples take place in infant toddler caregiving settings similar to those in which course participants work		
SEE	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	▪ Course content includes digital video of best practices across center- and home-based (family child care or home visiting) programs ▪ Course content includes digital video of infants, toddlers and caregivers who are racially and ethnically diverse	▪ Course content includes digital video in only one type of setting ▪ Course content incudes digital video with some images of children or adults who are racially and ethnically diverse	▪ Course content does not include digital video
	Notes:		
	The coursework provides participants an opportunity to identify and describe the content or practices examined in the coursework		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	▪ Coursework includes opportunities for participants to view materials (in person or through digital or other media) critically to identify and describe when and how the practices they are learning about are demonstrated	▪ Coursework includes opportunities for participants to describe or summarize content or practices examined in the coursework but there is no activity whereby participants identify (in person or through digital or other media) the practices they are learning about	▪ There are no opportunities within the coursework for participants to identify and/or describe practices examined as part of the course content
	Notes:		

SEE	**The coursework includes opportunities for participants to observe and provide feedback on their own practice of skills in an infant toddler setting**		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes opportunities for participants to view digital recordings of their own practice in an infant toddler setting and to provide a self-reflective review of their observed practice	■ Coursework includes opportunities for participants to reflect upon their own practice of skills in an infant toddler setting but does not include a digitally recorded observation as a reference	■ Coursework does not include opportunities for participants to reflect upon their own practice of skills in an infant toddler setting
	Notes:		
	The coursework includes opportunities for participants' peers and course instructor(s) to observe and provide feedback on participants' practice of skills in an infant toddler setting		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes activities where participants demonstrate practice with infants and toddlers (in person or through digital media) ■ Coursework includes opportunities for others in the course, including instructors and peers, to view participants' classroom practice and provide feedback on what they see	■ Coursework includes activities where participants demonstrate practice with infants and toddlers (in person or through digital media) but only the instructor views and provides feedback on participants' practice	■ Coursework does not include activities where participants demonstrate practice with infants and toddlers (in person or through digital media)
	Notes:		

DO	**The coursework includes opportunities for participants to plan how they will take what they have learned during the course and apply it in their practice in an infant toddler setting**		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Course includes activities for participants to strategize about how to implement course content into their practice in an infant toddler setting ■ Course activities give participants opportunities to practice these strategies in an infant toddler setting	■ Coursework includes some opportunities for participants to strategize about incorporating learning into an infant toddler setting but these activities involve written or discussion activities rather than opportunities for participants to follow through with strategies in a real setting	■ Coursework does not provide participants with an opportunity to implement course content in an infant toddler setting
	Notes:		
	The coursework allows participants to practice course learning in infant, mobile infant, and toddler caregiving settings		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes practice-based activities for all competency areas covered by content so that participants can practice and demonstrate skills with infants, mobile infants, and toddlers in a caregiving setting	■ Coursework includes practice-based activities for some but not all competency areas covered by content ■ Participants can practice and demonstrate some skills covered by course content in an infant toddler caregiving setting but not across all developmental ranges (infant, mobile infant, and toddler)	■ There are no opportunities for participants to practice course learning in an infant toddler caregiving setting
	Notes:		

DO	**The coursework includes opportunities for participants to practice and "do" what they have learned during the course in an infant toddler setting**		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes activities where participants demonstrate practice with infants and toddlers (in person or through digital media)	■ Coursework includes activities where participants practice skills with infant and toddlers but these activities require participants to provide a written summary or reflection of their practice rather than present the actual observation as evidence	■ Coursework does not includes activities where participants demonstrate practice with infants and toddlers (in person or through digital media)
	Notes:		
IMPROVE	**The coursework provides an opportunity for participants to receive feedback on their application of course content from instructor(s) and peers within the course**		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes opportunities for participants to demonstrate a change in practice in response to feedback from instructor(s) and peers by sharing multiple examples of teaching (in person or through digital video) throughout the period of the coursework	■ Coursework includes opportunities for participants to demonstrate a change in practice through the use of live or digitally recorded observation of classroom practice but this may not be shared in a way that allows for feedback from instructor(s) and peers, or may only occur at one point during a course of study	■ Coursework does not include opportunities for participants to demonstrate a change in practice in response to feedback from instructor(s) and peers by sharing examples of teaching (in person or through digital video)
	Notes:		

The coursework includes a joint planning process between the instructor(s) and participants to increase mastery of learning material

<table>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ There is an opportunity within the coursework for participants and instructor(s) to develop goals for increasing competency

■ Joint planning includes a clear mechanism for assessing that goals are met through observation of practice</td><td>■ There is an opportunity within the coursework for participants to plan their goals for increasing competency with instructor(s) but no clear way to measure that goals are met through demonstrated classroom practice</td><td>■ There is no opportunity in the coursework for participants and instructor(s) to jointly plan goals for improved practice</td></tr>
</table>

Notes:

The coursework offers multiple ways for participants to demonstrate competency (observation, presentation, discussion post, journal reflection, portfolio or other)

<table>
<tr><td>Strong evidence of the criterion within coursework content or delivery</td><td>Some evidence of the criterion within coursework content or delivery</td><td>Criterion not addressed by coursework content or delivery</td></tr>
<tr><td>■ Multiple mechanisms to demonstrate competency are present within coursework activities</td><td>■ Coursework offers one or two mechanisms for participants to demonstrate competency</td><td>■ Coursework assessment mechanism does not offer mechanisms for participants to demonstrate competency</td></tr>
</table>

Notes:

IMPROVE

<table>
<tr><td rowspan="2">IMPROVE</td><td colspan="3">The coursework includes opportunities for participants to summarize, synthesize and learn about their own practice in an infant toddler setting within a community of peers</td></tr>
</table>

	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
IMPROVE	■ Coursework includes opportunities for participants to reflect upon their own classroom practice in an infant toddler setting and summarize what they see as strengths and areas of improvement in the observations they review ■ Participants have opportunities to share their reflection with peers through facilitated discussions with peers and instructor(s)	■ Coursework includes opportunities for participants to reflect upon their own classroom practice in an infant toddler setting and summarize what they see as strengths and areas of improvement in the observations they review but these are not shared with peers through facilitated discussions with peers and instructor(s)	■ Coursework includes opportunities for participants to reflect upon their own classroom practice in an infant toddler setting but these do not include activities to summarize and share reflections
	Notes:		
	Competency-based assessment includes some form of self-reflection so participants may identify their own learning		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	■ Coursework includes opportunities for participants to reflect upon the ways in which their own classroom practice in an infant toddler setting has improved over the course of study and to summarize what they see as strengths and areas of improvement	■ Coursework includes opportunities for participants to reflect upon their own practice but not in relation to how their practice has evolved over the course of study	■ There is no opportunity for participants to reflect upon their own learning over the course of study
	Notes:		

IMPROVE	**Coursework approach includes a pre- and post-competency based assessment**		
	Strong evidence of the criterion within coursework content or delivery	Some evidence of the criterion within coursework content or delivery	Criterion not addressed by coursework content or delivery
	▪ Pre- and post-assessment of learning includes a mechanism to observe participants applying course content in an infant toddler setting	▪ Pre- and post- assessment of participants' learning is included but does not include observation of practice in an infant toddler setting ▪ Post- or pre-assessment only available	▪ Course does not assess learning pre- and post-course completion
	Notes:		

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