PROFESSIONAL DEVELOPMENT

From Training to Classroom Practice

Building a reliable learning-transfer system in early childhood education



Misty Anderson • Personalized Innovational Services

Organizational learning case study

The issue is transfer—not attendance

Professional development may be useful and well received, yet new strategies do not always become consistent classroom practice.

TRAINING

Knowledge and strategies are introduced

→

CLASSROOM

Competing demands reshape priorities

→

SUSTAINED PRACTICE

Implementation varies across staff and sites

A SYSTEMS VIEW

Five conditions shape whether learning transfers

1

Relevant design

Training addresses immediate classroom needs

2

Protected time

Staff can process, plan, and rehearse

3

Coaching

Observation, modeling, feedback, and reflection

4

Capacity

Staffing, workload, materials, and competing duties

5

Alignment

Shared expectations across leaders and sites